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ABSTRACT

This teacher's manual and student activity book, recommended for use in grades 3 and 4, is designed to teach the basic economic principles, skills, and attitudes all children must learn in order to understand the economic system in which they participate. Lessons and supporting materials have been related to a child's everyday experience, and practical examples of how our economic system operates are provided. Also, pathways for the instruction of other important subjects and skills, including mathematics, language arts, group participation, researching skills, art, social studies, and music are incorporated. The teacher resource manual contains: (1) an overview of The Community Publishing Company; (2) thirty-three detailed and sequentially arranged lessons; (3) a glossary of economic terms; and (4) sample articles and informational items for use with the media. The activity book is designed to help students plan, analyze, organize, and record their experiences in The Community Publishing Company. Economics concepts focused on in the lessons include: (1) scarcity; (2) opportunity cost and trade-offs; (3) productivity; (4) economic institutions and incentives; (5) exchange, money, and interdependence; (6) markets and prices; and (7) supply and demand. (EH)

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TEACHER RESOURCE MANUAL

Exploring the Marketplace

Second Edition

THE COMMUNITY PUBLISHING COMPANY

SO 029 501

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Second Edition

THE COMMUNITY PUBLISHING COMPANY

Diane Wilcox Reinke
Margit McGuire
Robert W. Reinke

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FOREWORD

The Community Publishing Company represents a unique blending of innovation with tradition and community with education. This economic education unit of instruction provides elementary school students with the opportunity to use economic content and related skills as they learn about their community. Each and every lesson links the economic content with other subject areas traditionally taught by elementary teachers. This unit is truly *not* a clumsy addition to the teaching process but *is* an effective vehicle for all types of learning.

Learning about the community marketplace requires awareness and participation of the community. Realizing this important fact, the developer of this unit incorporated family, business, and media involvement materials directly into the unit. This technique allows for adult involvement that is consistent with the units of many instructional objectives.

The National Council on Economic Education greatly appreciates the fine cooperation of many teachers and school systems associated with the development of these lessons. In particular, the NCEE wishes to thank the authors:

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About
THE COMMUNITY PUBLISHING COMPANY

- Teaches fundamental economics concepts and understandings;
- Fosters young children's understanding of our economic system;
- Reinforces and extends concepts and skills introduced in the video series *Econ and Me*;*
- Helps young children develop critical thinking and decision-making skills;
- Fosters development of oral and written communications skills;
- Provides practice in the use of basic mathematical operations;
- Reinforces and extends map-reading skills;
- Promotes development and application of important group skills;
- Emphasizes experiential learning;
- Involves young children in an intrepreneurial enterprise;
- Encourages parental involvement in school-based activities;
- Brings the community into the classroom and vice versa.

**Econ and Me* is a video series for seven-to-ten-year-olds. It was developed by the National Council on Economic Education in cooperation with the Agency for Instructional Technology and the Canadian Foundation for Economic Education with the support of a consortium of state and provincial education agencies. The series consists of five 15-minute video lessons for students, two 30-minute teacher-training video programs, and a comprehnsive *Teacher's Guide*.

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Components of the Program

TEACHER RESOURCE MANUAL

containing the following:

- Overview of *The Community Publishing Company*;
- Thirty-three detailed and sequentially arranged lessons;
- Glossary of economic terms;
- Sample articles and informational items for use with the media.

ACTIVITY BOOKS

Each containing 30 high-involvement student activities designed to help students plan, analyze, organize and record their experiences in The Community Publishing Company.

Content Focus

The Community Publishing Company focuses on seven fundamental economics concepts. These concepts along with the lessons in which each is developed are shown in the chart below.

Economics Concepts	Lessons
1. Scarcity (wants, goods, services, consumer, producer, productive resources)	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 21, 27, 28, 29, 33
2. Opportunity Cost and Trade-offs	8, 10, 21, 24, 32, 33
3. Productivity (specialization and division of labor)	27, 28, 29, 33
4. Economic Institutions and Incentives	1, 5, 6, 7, 9, 11, 13, 21, 22, 24, 25, 26, 32, 33
5. Exchange, Money, and Interdependence	1, 7, 8, 9, 11, 12, 13, 27, 28, 29, 33
6. Markets and Prices	8, 10, 22, 23, 33
7. Supply and Demand	22, 23, 30, 31, 33

An Integrated Basic Skills Approach

In addition to providing instruction and practice in applying fundamental economics concepts, *The Community Publishing Company* fosters the development of critical language arts, mathematical and social studies skills. The specific skills emphasized and their placement in the program are shown on the following skills charts.*

Language Arts Skills	Lessons
1. Use various modes of expression (oral, written, and visual/nonverbal) for formulate and share ideas with different audiences. • Read aloud, discuss questions, give directions, present information. • Develop pre-writing, drafting, revising, and editing skills. • Vary language according to purpose, situation, and audience.	1, 5, 7, 9, 11, 12, 13, 15, 16, 17, 18, 21, 25, 26, 27, 29, 30, 33
2. Comprehend meanings of words. • Identify multiple meanings of words. • Identify synonyms and antonyms. • Identify word structure (prefixes, suffixes, compound words). • Use context and other clues to identify and clarify word meaning.	15, 16
3. Interpret different modes of expression. • Identify main idea, summarize, compare and contrast, infer and predict. • Distinguish fact from fiction, real from fantasy. • Identify character traits and relationships (time, place, sequence). • Identify types and meaning of nonverbal communication.	1, 3, 4, 10, 13, 14, 16, 17, 18, 19, 20, 28, 29, 33
4. Develop study skills. • Alphabetize, use an index. • Read maps, charts, graphs, and tables. • Use the table of contents, headings, and glossary. • Use the encyclopedia, almanac, atlas, and dictionary.	2, 3, 4, 7, 10, 12, 13

*Individual lessons may deal with only one or two of the sub-skills listed within a category.

Mathematical Skills	Lessons
1. Use mathematical language and reasoning to solve problems. • Act out, diagram, graph, or use number sentences to model problems. • Discuss alternative solutions and estimation strategies. • Identify needed, missing, or irrelevant information. • Collect, organize, display and interpret data.	8, 10, 21, 22, 23, 31, 32
2. Develop number sense and an understanding of operations. • Use counting on, counting back, and skip counting. • Identify uses of numbers (quantifying, identifying, measuring). • Use basic facts, identifying appropriate operation. • Use traditional algorithms and invent new methods to compute.	8, 10, 21, 22, 23
3. Use and develop measurement, geometric, and spatial concepts. • Compare objects to objects, and to appropriate units. • Visualize, draw, and compare shapes in various positions. • Estimate and measure length, temperature, time, and weight. • Construct, sort, and classify shapes (identify and extend patterns).	10, 21, 23, 31
4. Use fractions and division. • Discuss and model ways to share something. • Discuss relative size, order fractions. • Relate partitioning to division ("⅓ of 30" is the same as "30 divided by 3").	22, 25, 26

About
THE COMMUNITY PUBLISHING COMPANY

Social Studies Skills	Lessons
1. Read and interpret maps. • Read symbols on a map. • Locate places on a map. • Trace routes of travel. • Compare maps.	2, 3, 4, 7
2. Collect data using more than one source.	5, 7, 9, 12, 22
3. Interpret and organize data. • Identify and sequence major ideas or events. • Classify data on the basis of observable criteria. • Distinguish cause and effect relationships from unrelated sequences of events. • Identify problem situations. • Understand the uses and constraints of models. • Distinguish evidence that supports a stated generalization from evidence that is irrelevant or negates it.	1, 6, 8, 10, 11, 13, 15, 16, 17, 23, 27, 28, 29, 30, 33
4. Summarize and communicate findings and/or ideas.	5, 7, 13, 14, 15, 16, 17, 18, 19, 20, 30, 31, 33
5. Make a decision based on reasoned judgment. • Identify alternatives. • Use criteria to weigh costs and benefits of alternative choices. • Recognize cause-effect relationships in choice making. • Understand that others may have differing points of view. • Make compromises based on an understanding of trade-offs.	8, 9, 10, 11, 21, 24, 25, 26, 27, 32

Lesson Organization

Overview
A description of the purpose and major instructional elements of the lesson.

Content Focus
Delineates the economics concepts and generalizations to be developed.

Skills Practices
Identifies the language arts, mathematical, and social studies skills introduced and/or applied.

Objectives
Clear and concise statements of the expected student outcomes.

Materials
Lists all the instructional and informational items needed to conduct the lesson—teacher resources, activity sheets provided in the student *Activity Book*, and materials for parents, business people, and other adults in the community.

Suggested Procedures
Detailed instructions and helpful hints for conducting the recommended classroom activities. Also includes reduced copies of relevant pages from the student *Activity Book*.

Resource Materials
Black-line masters of all transparencies, handouts, and other informational items are placed at the end of the lesson. Sample letters to parents and businesses are also provided.

Overview

INTRODUCTION

The Community Publishing Company is an economic education unit recommended for use in grades 3 and 4. It is designed to teach the basic economic principles, skills, and attitudes all children must learn in order to understand the economic system in which they participate. To accomplish these purposes, we have related the lessons and supporting materials to a child's everyday experience, provided practical examples of how our economic system operates, and incorporated numerous pathways for the instruction of other important third- and fourth-grade subjects and skills as well, including mathematics, language arts, group participation, researching skills, art, social studies, and music. As a result, the activities give children reasons to know how to read, write, and do arithmetic as well as to understand other important subjects. The unit demonstrates to children that knowing the subjects taught in school equips them with tools for understanding the real world and taking effective action in it.

The six sections of the unit utilize a concrete approach through experiential learning. Each section provides an opportunity for the children to view their community through an economics perspective. The final sections allow them to become involved with their community's marketplace in an entrepreneurial enterprise, "The Community Publishing Company," in which they produce, market, and sell a book about their community.

The unit contains 33 lessons. Each lesson begins with an overview to inform the teacher about the structure of the lesson and, in general terms, what it will teach. More specific information follows, including lists of the generalizations and concepts on which the lesson focuses and the skills to be taught and/or practiced. A list of the behavioral objectives to be achieved and detailed procedural suggestions conclude the presentation. Student materials for each lesson are provided in the student Activity Book. Each lesson also contains a complete set of black-line copy masters of all transparencies and other required materials. Because of the inclusion of community resource materials, the unit engages the children's interest and time beyond the school day and helps them to develop community awareness.

Besides the information specific to each lesson, this publication contains a glossary of economic concepts and terms, and an appendix on media involvement.

Promoting children's awareness that economic factors are an integral part of their lives and the life of their community is an important aspect of this unit. Through an understanding of the economic reasons for their own actions and others, students develop positive attitudes toward their community and a sense of their capabilities as young citizens and entrepreneurs. This includes developing:

1. Decision-making skills to deal with economic alternatives;
2. Awareness of people's similarities and interdependence;
3. Appreciation of entrepreneurship;

4. Enhanced self-esteem;

5. Feelings of responsibility to self and community.

THE COMMUNITY PUBLISHING COMPANY: THREE THEMES

The Community Publishing Company is about people, business, and government in the community.

People in the Community

The theme of "People in the Community" reflects our recognition that young children as a group are already active participants in their community's marketplace. Virtually all children are consumers and workers (paid or unpaid). They are beginning to take charge of themselves and to think about their future. Developing an understanding of their economic roles and their corresponding rights and responsibilities as well as those of others is essential if they are to have a working knowledge of our economic system.

Regardless of the society they live in, people's wants tend to be unlimited while the resources available to satisfy these wants are scarce. As a result, societies (people) must make choices about how to use their scarce resources. People must decide what products to produce, how to produce the products (i.e., what resources to use and in what quantities), and to whom to distribute the products. The decision-making process takes different forms in different societies. The major emphasis in the United States with its market price system is on *personal* decision making. In our society, individuals must make economic choices no matter what economic role they play. The choices individuals make significantly affect the quality of their lives. More important, an individual's decisions affect other people, groups, and institutions, and ultimately the system itself. Consequently, the willingness and ability of individuals to buy products at the offered prices significantly determines what, how much, and for whom resources will be used to satisfy people's wants.

Specifically, the decisions of individuals regarding what to purchase affect business decisions about the kinds of products manufactured, as well as job demand and supply, wages, and other aspects of the community economy. Decisions regarding the trade-off between worker safety, pollution levels, and production levels can affect prices, production, and the growth of communities. Even attitudes toward leisure, as they translate into career decisions and consumption, trigger a variety of events that alter how people and communities live.

Children can begin to understand that they, too, are part of an ever-changing system by virtue of the decisions they and others make. If children become more knowledgeable decision makers, they will be better able psychologically and intellectually to set goals for themselves and to determine appropriate paths to reach those goals.

Tools of Analysis

- Consumers are people who are willing and able to buy products.
- People's wants stimulate production and create jobs.
- The specialized tasks people perform and the specialized goods they produce foster trade among communities, states, and nations.
- Prices in the marketplace reflect the value consumers place on the goods and services produced.

- Decisions of all types entail costs (negative effects) and benefits (positive effects) to the individual *and* to society.
- Effective economic decision making requires a weighing of the respective costs and benefits of each possible alternative decision.
- Decisions made today should be viewed in terms of their long-range as well as their short-range effects.
- People's decisions affect entire communities and systems.
- The market price system is the way the American people organize their economic life to deal with the basic economic problem, which is that people's wants are relatively unlimited and the resources with which to satisfy those wants are scarce.

Business in the Community

The theme of "Business in the Community" reflects the view that children are producers themselves as well as observers of other people producing goods and services in the community the children live in. In school, children organize their resources (desks, paper, pencils, personal ability) to "manufacture" acceptable worksheets, drawings, and other "products." At home, they clean rooms, make toys or create designs with blocks, or even set up money-making enterprises such as lemonade stands. In their community marketplaces, children see many kinds of producers; for example, bankers, grocers, bakers, doctors, store owners, carpenters. Developing a more complete understanding of what producers do and how they make decisions is essential if children are to acquire a working knowledge of our economic system.

In our economic system, producers who satisfy consumers earn a profit. Producers must know what resources they own or can obtain, must evaluate the alternative goods or services they can produce, and must select the enterprise they think will provide them with the greatest benefit. Such decision making is very similar to that followed by informed consumers.

This is not to say that producers never make mistakes or that their decisions about what to produce or how to produce it never change. To the contrary, our dynamic economic system forces business to keep track of the market at all times. Our system permits new goods and services to fail (not be purchased or to be purchased in insufficient quantities to yield a profit) and for once-successful products to cease to be desired (for example, Hula Hoops, Pet Rocks). These possibilities constitute an important dimension of "entrepreneurship," namely, risk taking. Producers of any good or service take risks. Their decisions to use available resources in a particular way entail guesses about future consumer behavior. By means of advertising, producers often attempt to foster specific consumer behavior that will help their business succeed. In any event, producers seldom, if ever, are guaranteed success. Many fail and must start again—if they are able to.

Another important facet of our economic system that affects producers is competition. Producers of any kind face the possibility of having other people attempt to do the same thing they are doing. This happens to children as well. The child who draws a clever picture that everyone applauds will soon see other children attempting to duplicate the effort. Competition helps keep producers thinking about new means of satisfying the consumer by changing products, design, quality, or price.

Children can begin to examine their own behavior and the behavior of the producers in their community more easily if the children develop an economic understanding of business. Changes in the community can

be more adequately explained if basic business decision making is discussed first. Finally, a thorough grasp of how businesses behave in the community marketplace will aid children in learning to predict future events and possibly viewing business as an activity in which they may someday wish to take an entrepreneurial role.

Tools of Analysis

- Producers' decisions entail costs (negative effects) and benefits (positive effects) to themselves, others, and society as a whole.
- Producers make choices regarding the use of resources.
- Entrepreneurship entails a willingness to take a risk by starting a new business or introducing a new good or service in order to earn a profit.
- Profit is the reward to owners of a successful business for risk taking.
- Producers usually compete with one another in order to sell goods and services to the consumer.
- The price that consumers are willing and able to pay for a producer's good or service reflects the value they place on the product.

Government in the Community

The theme of "Government in the Community" is particularly important for children who live in a democracy. They are affected by the action of government in many ways—both positively and negatively. All children use products organized and administered by governments. These products include education, roads, parks, police protection, and fire protection.

In order to provide these products, the various levels of government—local, state, and federal—employ millions of workers. The wages for these jobs are all paid with tax revenues. Many children may not realize that their own public school teachers are employees of their local government.

Governments also consume. In fact, as a whole, they are the nation's largest purchaser. They buy everything—space shuttles, paper clips, aircraft carriers, rubber bands, school buildings, food, parachutes. All these items are paid for with tax revenue collected from citizens by the local, state, and federal governments. If children are to develop an understanding of how our complex economy works, they must learn what economic roles governments play in relation to producers and consumers in the marketplace.

People and the economic institutions of society, such as banks and other financial institutions, have been placing more and more responsibility on governments to supply their wants. This trend, although currently being questioned, is an outgrowth of industrial development. As societies moved away from an agrarian economy and toward an industrialized one, people's lives became more complex and their wants began to change. For example, new roads and bridges and advanced communication systems became necessary. For the most part, the private sector (private individuals or corporations) was unable to satisfy these wants.[2]

[2]The problem arises because the benefits of some products are "nonexclusive," i.e., they cannot be restricted to just those persons who are willing and able to pay for the products. Furthermore, use of such products by one person does not reduce the amount available for others to use (shared consumption). Since such "pure public goods" are inherently unprofitable to produce, the private sector will not supply them. The classic examples are national defense and street lighting. Decisions about the production and allocation of such products can be made only through political processes. The same consideration applies to products the private sector will supply but in amounts society may deem inadequate. Examples include schooling and medical care.

Goods and services for the "general welfare" had to be supplied and paid for by an organization that could view the needs of a region or the country as a unit and could disregard profitability as a criterion in determining what to produce. As industrialization spread, rapid changes occurred in employment practices, manufacturing, marketing, social mobility, and urban growth. This caused government to diversify and expand its role even further as it set labor standards, enforced pure food and drug laws, regulated pollution.

All citizens, including children, should realize that the government must pay for the resources it uses to produce goods and services, just as the private sector does. Scarce resources cannot be used by individuals, private corporations, and government without withdrawing those resources from other uses. Consequently, public policy making—like private decision making—is best made using the cost-benefit approach (i.e., by weighing the negative and positive effects).

The critical step in weighing the costs and benefits of decisions is decision making at the margin. Marginal decision making involves a comparison of the additional costs and benefits of increasing or decreasing an economic activity by a small amount. Such a comparison entails making a decision based on what we know now or can control. We cannot control costs that occurred in the past but we can control future costs. Accordingly, marginal decision making takes into account costs and benefits of future actions rather than allowing past actions to influence our decisions. For example, in deciding whether to continue with missile development, the federal government should weigh the additional costs and benefits to individuals, institutions, and society of *continuing* the program. It should *not* make its decision on the basis that billions of dollars have already been spent on research and resources. Similarly, on a personal level, a situation may arise in which an individual has invested considerable time, effort, and expense in a project, and yet is dissatisfied with the results. For example, after painting one side of your house, you decide you don't like the color. Should you continue and finish the job in that color? Again, if you have invested a substantial amount of money on car repairs and then learn that your car needs further expensive repair work, what should you do? Should you sink more money into the car because of past investment, or disregard those costs and make a decision based solely on present and future factors?

A host of decisions made by governments have economic impacts. Suppose a town receives a large parcel of land as a gift. Different citizens might view its potential use in differing ways. One group of citizens might want a park; another, a condominium development; a third might want a school playing field; a fourth, a shopping mall; and so on. Each choice has different economic effects. The number of jobs and kinds of services provided will vary with each choice.

Furthermore, government decisions can have both short- and long-term economic consequences. Some economic consequences might seem to be positive in the short term, but in the long term prove negative. For example, construction of a highway might alleviate a traffic problem, but the consequences might be the destruction of a neighborhood or an increase in air pollution. In the long term, a government project is likely to require workers and materials for staffing and maintenance needs. Such requirements result in the expenditure of tax dollars for many years.

The theme of "Government in the Community" also looks at the policy actions of government as they relate to the attainment of

national economic goals, such as full employment and price stability. Children should understand that as a democracy we attempt to adjust our policies in order to try to achieve consensus on national economic goals. The stability of government in the United States rests on people's willingness to compromise and their expectation that the government will respond fairly to their wants.

Tools of Analysis

- Government is a provider/producer of goods and services.
- Government (at all levels) is a major employer in the United States.
- Government is a major purchaser in the United States.
- Historically as society became more complex, the public sector provided more (or more complex) goods and services (sewage, urban water supplies, health research, etc.) in order to serve the majority of the people well. These products were ones the private sector was unable to supply in socially desirable amounts.
- Government must take account of the costs and benefits of its decisions and their short- and long-term effects on individuals, institutions, and society as a whole.
- Policy decisions should be based on a comparison of the future added costs and benefits of small changes (changes at the margin) in a proposed action (marginal decision making) rather than on past actions.
- Economic policies can effect change in our economic system, and our economic system can be affected by changing economic policies.

DO RESEARCH ABOUT THE COMMUNITY

Lesson 1
A COMMUNITY SUCCESS STORY
(Unit Overview)

OVERVIEW:

This lesson provides an overview of the activities in the entire unit. The students listen to a story entitled "Our Success Story," which is about a group of children who live in the community of Communityville. The children in the story did research about their community, wrote reports about their findings, formed a publishing business, and compiled their reports into a book. They then decided how to produce, advertise, and sell their book.

The story in Lesson 1 summarizes the entire unit and provides a sense of order to the activities the students will be carrying out. The story is also used to stimulate discussion and serves as a reference for later lessons. The students put the events of "Our Success Story" in correct order by assembling a booklet of their own. The booklet contains pictures and captions that show the order of the story. This booklet then becomes a pictorial and written account of the main events students will participate in as they progress through the unit.

CONTENT FOCUS:

Lesson 1 introduces the following economic generalizations and concepts, which later lessons present in greater detail. A glossary of economic terms appears at the end of the book.

Generalizations:

1. In a community, people play interdependent roles as producers, consumers, and citizens.
2. Businesses produce goods and services they think consumers want.

Concepts:

business	interdependence	services
community	marketplace	

SKILLS PRACTICED:

Listening with a purpose; sequencing; interpreting pictures.

OBJECTIVE:

Given a story and discussion about this series of lessons, the student will demonstrate the ability to sequence the main events of a story by assembling, in correct order, the booklet that describes the six main parts of the unit.

MATERIALS:

For the Teacher

- Resource 1–1, "Our Success Story"
- Resource 1–2, Song, "It's Our Community"
- Resource 1–3, Sample Parent/Guardian Letter
- One or two staplers

For Each Student

- Activity 1, "Our Success Story Booklet" picture panels (student Activity Book)
- Scissors

For Parent/Guardian of Each Student

- Parent/Guardian Letter

SUGGESTED PROCEDURE:

1. INTRODUCE the story by telling the students they are going to listen to a story about a group of boys and girls like themselves. The title of the story is "Our Success Story." The children in the story live in a place called Communityville. They participated in a special school project and formed a successful business.

2. EXPLAIN to the students that after hearing the story they will be asked to place the main events of the story in order as they happened (which event came first, which second, etc.). They will need to think about the order of events as they listen to "Our Success Story."

3. CHECK to see that students understand the purpose of listening to the story. For example, say, "If you agree with my next statement, raise your hand. You will be listening to the story so that you can find out what the six main events in the story are."

4. READ "Our Success Story" to the students.

NOTE: You may wish to make copies of the story for all the students so that everyone can follow along as you read it aloud.

5. DISCUSS the story. Use the following questions to guide students in finding the main events. WRITE the six main steps on the chalkboard as each step is discussed.

a. What did the children in Communityville do first? *(They collected information about Communityville by learning about its people, or by doing research about its places, businesses, etc.)* Write the word "Research" on the chalkboard.

b. What happened second? What did the children do with the information they gathered about Communityville? *(They wrote reports about the community.)* Write the words "Wrote Reports" on the chalkboard.

c. What happened third? What idea did one of the children have? *(To form a publishing business and produce a book.)* Write the words "Form a Publishing Company" on the chalkboard.

d. What happened fourth? What did the class business produce? *(Books of reports about Communityville.)* Write the words "Made Books" on the chalkboard.

e. What happened fifth? *(The class advertised and then sold copies of its book to people in the community.)* Write the words "Sold Their Books" on the chalkboard.

f. What happened sixth? *(The Communityville Publishing Company figured out the amounts of its costs and sales and found that it had earned a profit. The business was successful! It used some of the money from its sales to repay the money it borrowed from the bank.*

It used some of the remaining money to hold a picnic and donated the remainder to the school library.) Write the words "Figure out Profit or Loss" on the chalkboard.

6. ASK students to turn to Activity 1 in their Activity Books. INSTRUCT them to remove all of the pages for Activity 1 from the Activity Book (pages 2–9) by tearing along the perforated line. EXPLAIN to the students that they are to put the pictures in the order in which the six main events in "Our Success Story" took place. (The directions for assembling the booklet are also given on page 1 of the Activity Book.) Further explain to the students that they are to:

a. Place the pictures on their desks in the order in which the events happened in the story;

b. Assemble the pictures in booklet form by placing the title page on top followed by the letter and then the picture of each main event in correct order;

c. Staple the pictures together to complete the booklet.

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ACTIVITY 1

FORM A BUSINESS

ACTIVITY 1

PRODUCE THE COMMUNITY BOOK

ACTIVITY 1

SELL THE COMMUNITY BOOK

ACTIVITY 1

DETERMINE THE AMOUNT OF PROFIT OR LOSS

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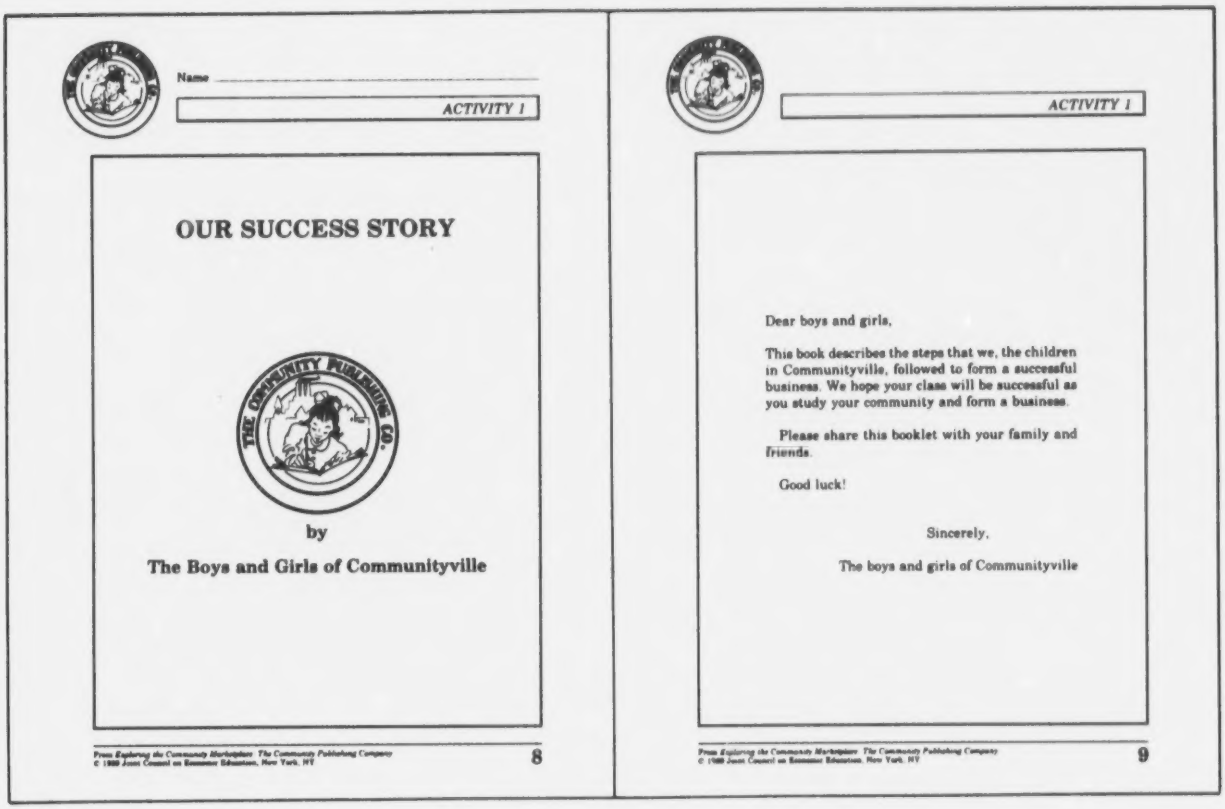

Name _____

ACTIVITY 1

OUR SUCCESS STORY

by

The Boys and Girls of Communityville

From *Exploring the Community Marketplace* The Community Publishing Company
© 1988 Joint Council on Economic Education, New York, NY
8

ACTIVITY 1

Dear boys and girls,

This book describes the steps that we, the children in Communityville, followed to form a successful business. We hope your class will be successful as you study your community and form a business.

Please share this booklet with your family and friends.

Good luck!

Sincerely,

The boys and girls of Communityville

From *Exploring the Community Marketplace* The Community Publishing Company
© 1988 Joint Council on Economic Education, New York, NY
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NOTE: Have students check their own order of events to be sure that it is correct. This can be done as a class activity or students can check their booklets individually against your sample booklet, assembled in the order listed below:

Page 1—Title Page
Page 2—Letter
Page 3—Do Research About the Community
Page 4—Write About the Community
Page 5—Form a Business
Page 6—Produce the Community Book
Page 7—Sell the Community Book
Page 8—Decide the Profit or Loss

7. To establish a relationship between the children in "Our Success Story" and the students in your class, ASK the following questions:

a. How could the pupils in our class be like the children in Communityville?

b. Could our class make a book about our community? What would we do first, second, and so on?

c. Could our class form a business as the children in Communityville did?

d. What could we name the business?

e. What materials would we need to produce a book?

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8. DISTRIBUTE the Parent/Guardian Letter, which explains the unit, and remind students to take the Our Success Story Booklet home to share with family members.

9. EXPLAIN to students that in the next lesson they will learn more about Communityville. They should begin thinking about what a community is.

10. Optional: You may wish to teach the song, "It's Our Community" in order to provide motivation and reinforce what students are to learn in this unit. The song is sung to the tune of "It's A Small World."

OUR SUCCESS STORY

Welcome to Communityville! Communityville is a community very much like yours. The children who live in Communityville wanted to know what a community is. Have you ever wondered what a community is? Their teacher was also interested in their community. Together they thought of a good way to learn about their community. The children did research about the community. They asked questions, read books and newspapers, interviewed people living or working in the community, and observed all they could as they traveled around their community.

The children discovered many things about their community. One of the things they noticed is that their community has businesses that offer people goods and services, such as grocery stores, department stores, dry cleaners, restaurants, hospitals, banks, and factories. Their teacher explained that the police and fire departments, post office, schools, parks, and roads were paid for by taxes collected by the government. The children decided a community was a place where people live, work, and play.

The children then wrote reports using the information they had gathered about Communityville. These reports were interesting and gave valuable information about their community. One day in school, the children were reading their research reports to each other when one of the students offered an idea. This student/researcher suggested the class start its own business. They could put their reports together in a book, which they could publish and sell to their families, friends, and other people in the community. The children liked the idea. They thought their business would be successful because people would find their book helpful, interesting, and useful.

The children formed a business and called it The Community Publishing Company. Their next job was to decide how to publish the book: They had to choose the right kind of book, the materials necessary to make the book, the number of copies of the book to make, and the price of the book. The children borrowed the money for their materials from the Communityville Bank. The bank thought the publishing company had a good chance of becoming a successful business.

The children then made their community books. There were many jobs they had to do while making the books. All the children cooperated with each other and shared the work. They produced many books.

Next, the children had to sell their books. They prepared advertisements that told people all about their books. When the people in Communityville saw the advertisements and heard about the book, they liked the idea and wanted to buy it because it was helpful, interesting, and useful. The children sold many copies.

The children did some arithmetic. They found that the business had earned more than it had spent. They used some of the money to pay back the bank loan and some of the money to hold a company picnic. They donated the remainder to the Communityville School Library. Their business was successful!

The class became honorary members of the Communityville Chamber of Commerce, which is made up of business people. A picture of the children was printed in the local newspaper. The newspaper also printed an article that described the steps the children followed to publish the books. First, they did research about their community. Second, they wrote reports about their findings. Third, they formed a business. Fourth, they produced their books. Fifth, they sold their books. Sixth, they determined the amount of their profit or loss. The newspaper headlines said: "Communityville Publishing Co. Is Huge Success."

SONG: "IT'S OUR COMMUNITY"

(To be sung to the tune of "It's a Small World.")

It's a place where there are stores and a whole lot more,
There are jobs, people, neighbors at every door
So let's write a book,
Let's take a look,
At our own community.
It's our own world after all,
Our community will stand tall,
A growing place where we play ball,
It's our own community.

OR

It's a place where there are stores and a whole lot more,
There are jobs, people, neighbors at every door,
So let's write a book,
Let's take a look,
At our own community.
Communities, both large and small,
Consist of people, short and tall,
This is our world, after all,
It's our own community.

Lyrics by Renee Bittar Hamilton

Sample Parent/Guardian Letter

Dear Parent or Guardian:

During the next few weeks your child will be participating in an economics unit entitled *The Community Publishing Company*, produced by the National Council on Economic Education.

You can provide valuable information and help to your child during this unit of study. Matters with which your help will be appreciated include:

1. Taking your child on community outings (such as shopping trips, library visits, walks, and trips to the bank and post office) to give your child opportunities to learn more about his/her community.

2. Discussing with your child the importance to your family of the community marketplace. For example, businesses in the community marketplace produce goods and services your family buys. You or other members of your family may be employed by businesses.

3. Discussing with your child how the business community depends on your family to buy goods and services.

4. Helping your child with homework assignments about the community marketplace.

I will send additional information and guide sheets home with your child to assist you with each of the preceding activities.

The Community Publishing Company unit reinforces subjects that are basic in elementary schools. It helps motivate children to read, write, and do mathematics by having them study the community marketplace. Their study of the community and related activities will spark curiosity and contribute to their understanding of the world.

I encourage you to ask your child about *The Community Publishing Company* and to share with you the "Communityville Booklet," which your child assembled at school.

Please contact the school if you have any questions. Thank you for your help and support.

Sincerely,

_____

Teacher

_____

Principal

_____

Date

Lesson 2
COMMUNITY RESOURCES
(Map Exercise)

OVERVIEW:

This lesson aims to develop an understanding of natural, human, and capital goods resources through a mapping exercise. The students study a map of a model community and begin to understand that a community is a place where people live, work, and play. In addition, the students list goods and services available to the people in Communityville and discuss how these goods and services satisfy the economic wants of community members.

CONTENT FOCUS:

Economic resources are used by people to produce goods and services that they or others want. Capital resources are goods people make in order to use labor and natural resources more effectively. People have learned that if they work together, they produce goods and services more efficiently than if they work by themselves.

Generalization:

People use community resources to satisfy their wants.

Concepts:

capital resources	goods	resources
economic wants	human resources	services
	natural resources	

SKILLS PRACTICED:

Locating information on a map; interpreting maps; classifying information.

OBJECTIVES:

Given a map of a model community, the student will demonstrate an understanding of community resources, goods, and services by:

1. Determining what resources are available in Communityville;
2. Locating places that produce goods and/or services.

MATERIALS:

For the Teacher

- Optional: Resource 2–1, Map of "Communityville a Long Time Ago" (Transparency)

For Each Student

- Activity 2, Map of "Communityville a Long Time Ago"
- Optional: Activity 3, "Map Buildings and Map of Communityville a Long Time Ago"; masking tape; scissors
- Transparent tape

SUGGESTED PROCEDURE:

1. REMIND the students that in the last lesson they were introduced to a group of boys and girls who lived in Communityville. EXPLAIN to the students that they will become detectives as they study a map of Communityville. They will use the map to answer questions about Communityville.

2. ASK students to open their Activity Books to Activity 2, Map of "Communityville a Long Time Ago." SHOW them how to remove the two parts of the map from the Activity Book and to tape the parts together to make one large map. INSTRUCT the students to briefly examine the map, noting major symbols (trees, river, buildings, streets, the lake, railroad, etc.).

3. DISCUSS the map, using the following questions. (See table below for suggested answers.)

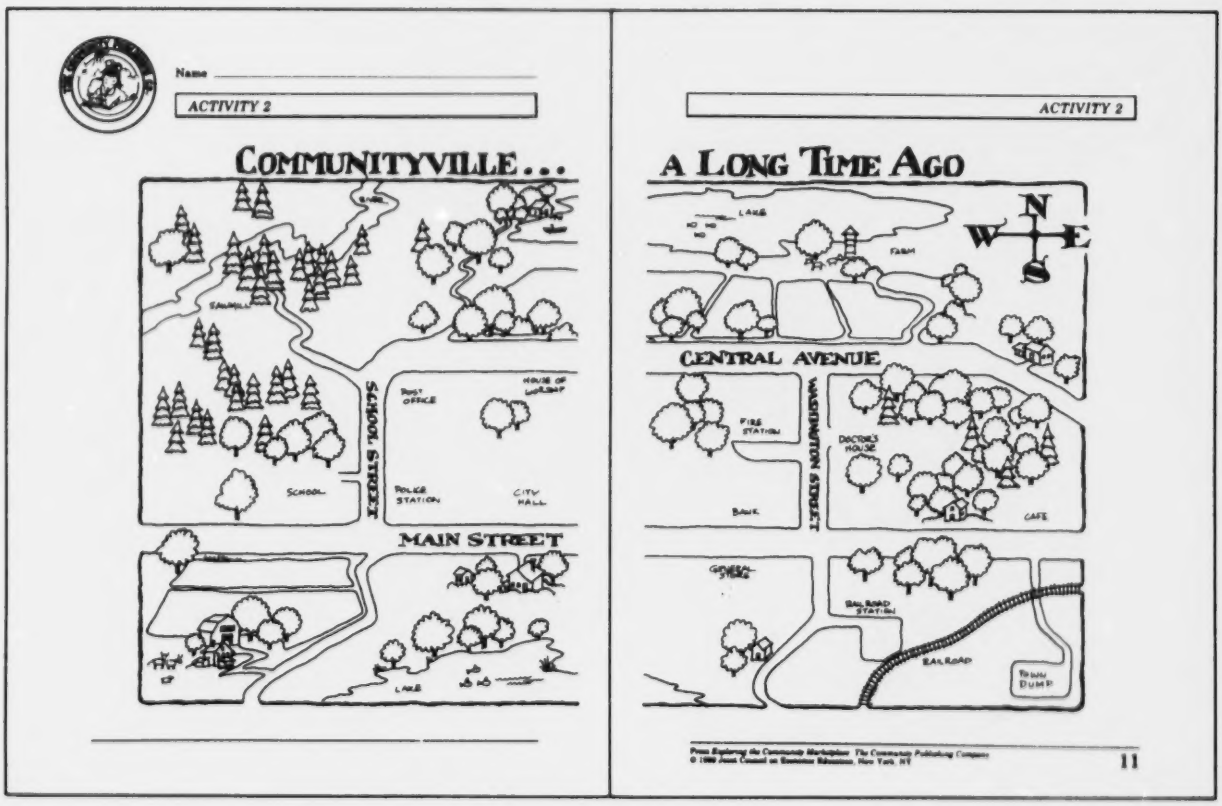
a. What symbols would you have found on a map of the Communityville area before people lived there?

b. What symbols do you find that are there because people came to live in Communityville?

NOTE: You may wish to develop a table, like the one below, on the chalkboard as items are discussed:

Before People Came to Live in Communityville	After People Came to Live in Communityville
trees	buildings
river	roads
lake	railroad
land	

EXPLAIN to the students that they have been naming resources. The items listed in the table that existed before people came to live in Communityville are called *natural resources*. Natural resources are



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gifts of nature (land, trees, rivers, lakes, minerals, etc.). The people who came to live in Communityville used their *human resources* (their labor), along with the natural resources, to build the roads, railroad, buildings, etc. The items the people produced are called *capital resources* and are used to produce other items. Capital resources also include tools, buildings, machinery, and any other goods people make to produce goods and services.

4. Continue the discussion of the map by asking:

a. How did the people of Communityville use the natural resources to make things they wanted? *(They used trees to build buildings, bridges, etc. They used water for drinking, cleaning, transportation, etc. They used the land for growing crops, feeding animals, etc.)*

b. What tools did the people use to help them build Communityville? *(Plows, axes, wagons, saws, machines. These items, also, are examples of capital resources.)*

5. EXPLAIN to the students there are places on the map where the people of the community can buy things such as food, education, shelter, medical care, and clothing. These are generally classified as either goods or services.

Goods are products some people make available for sale to other people. *Services* are tasks some people do for other people for payment. You cannot touch a service, and if you buy it, you get it from the seller at the instant the seller produces it.

For example, an article of clothing is a good, and the work involved in making the clothing is a service. The food you buy in a restaurant is a good, but you have also bought the services of the cook, the person who served the food to you, the cashier who took your payment for the meal, and the kitchen helper who cleaned up after you left.

6. ASK students to locate and label (see note, below) some places on the map where people in Communityville can buy goods and/or services. NOTE: You may wish to have students label the places they locate. A useful way is to write a *"G"* (for "good") or *"S"* (for "service") or both letters, depending on what is provided for sale. You may prefer to have students simply circle locations or mark them with an *"X."*

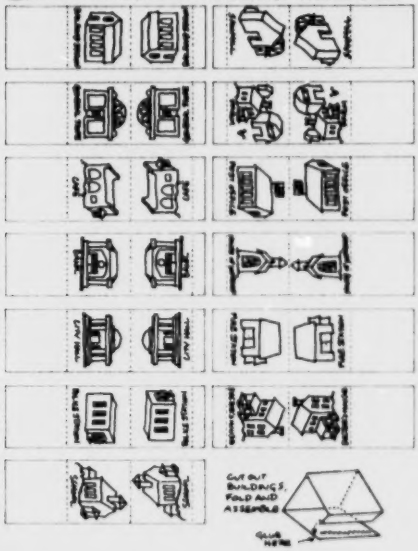
Guide to Goods and Services for the Map of "Communityville a Long Time Ago"

(The name of the good or service produced is in parentheses.)

SAWMILL—good (wood)
SCHOOL—service (education)
FARM—good (food)
GENERAL STORE—goods (food, soap, newspapers, etc.)
RAILROAD STATION—service (transportation)
TOWN DUMP—service (a holding place for garbage)
CAFE—good (food) and service (cooking and serving of food)
DOCTOR'S HOUSE—service (medical care)
FIRE STATION—service (protection)
BANK—service (savings accounts and loans)
CITY HALL—service (government)
POLICE STATION—service (protection)
POST OFFICE—service (delivers mail)
HOUSE OF WORSHIP—service (marriage, funerals, consultation)

ACTIVITY 3

COMMUNITYVILLE... A LONG TIME AGO



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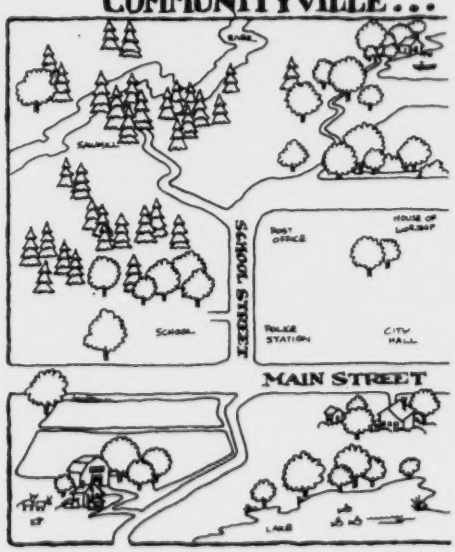
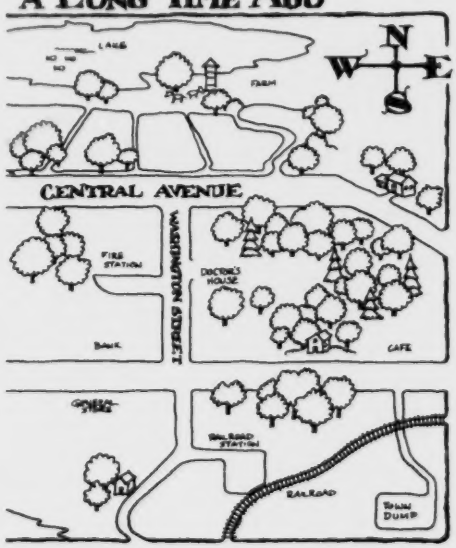
ACTIVITY 3

COMMUNITYVILLE...



ACTIVITY 3

A LONG TIME AGO



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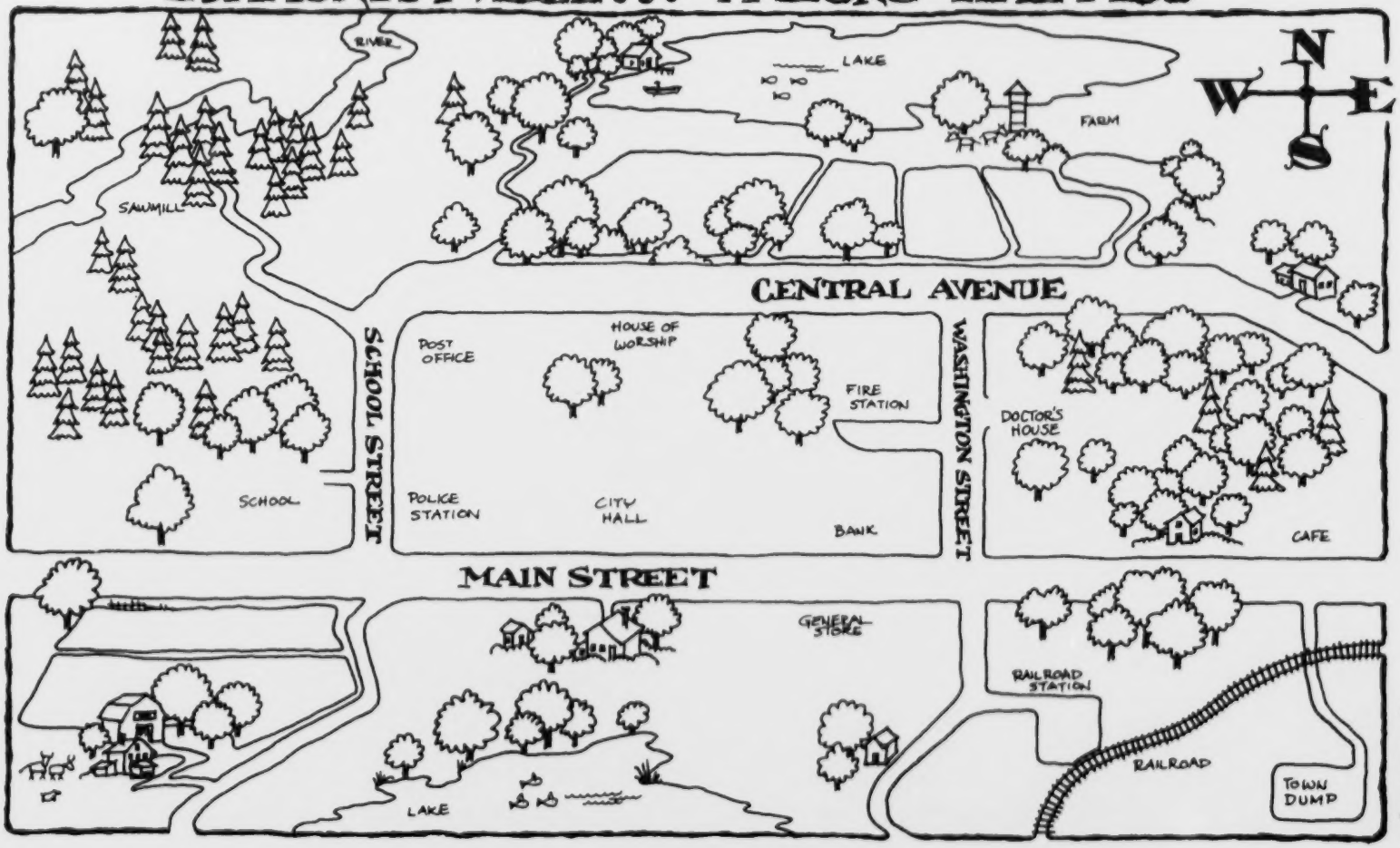
7. Optional: ASK the students to remove pages 13, 14, and 15 from their Activity Books and to cut out and assemble the buildings. INSTRUCT them to assemble the map and to fasten the buildings to the appropriate places on the map. Save the maps for use in the next lesson.

8. EXPLAIN to the students that in the next lesson they will examine another map of Communityville, called "Communityville Growing." The students should think about how Communityville might have changed as time went on.

COMMUNITYVILLE... A LONG TIME AGO



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Resource 2–1 (Transparency)

Lesson 3
COMMUNITIES CHANGE
(Map Exercise)

OVERVIEW:

Students analyze how Communityville has grown by examining another map of the town. The students locate new resources that provide goods and services to the people of Communityville.

CONTENT FOCUS:

Resources are used to produce goods and services that people want. Consequently, when people's wants change or when there is a change in the resources available to satisfy people's wants, the community changes. Communities everywhere reflect the resources available for production and for satisfying the wants of the people.

A community's wants include products for consumer use (consumption) and products for use in future production. Manufactured goods used in production are called capital resources. It is important to distinguish between consumer products and capital resources. Capital resources are always for use in future production while consumer products provide benefits to the owner and are not for use in future production. A building used as a residence is a consumer product. Only if the building is used to produce goods and services does it become a capital resource.

Generalizations:

1. Businesses produce goods and services they think consumers want.
2. People change their community environment to satisfy their wants.

Concepts:

capital resources	goods	resources
economic wants	human resources	services
	natural resources	

SKILLS PRACTICED:

Analyzing maps; interpreting maps; locating information on a map; classifying information.

OBJECTIVES:

Given the maps of "Communityville a Long Time Ago" and "Communityville Growing," the student will demonstrate:

1. The ability to compare and contrast the changes between the two maps by pointing out the resources in the community that have changed and (optional) by removing and replacing the appropriate buildings.
2. An understanding of what goods and services are by pointing out appropriate examples on the map.

MATERIALS:

For the Teacher (Optional)

- Resource 3–1, Map of "Communityville Growing" (Transparency)

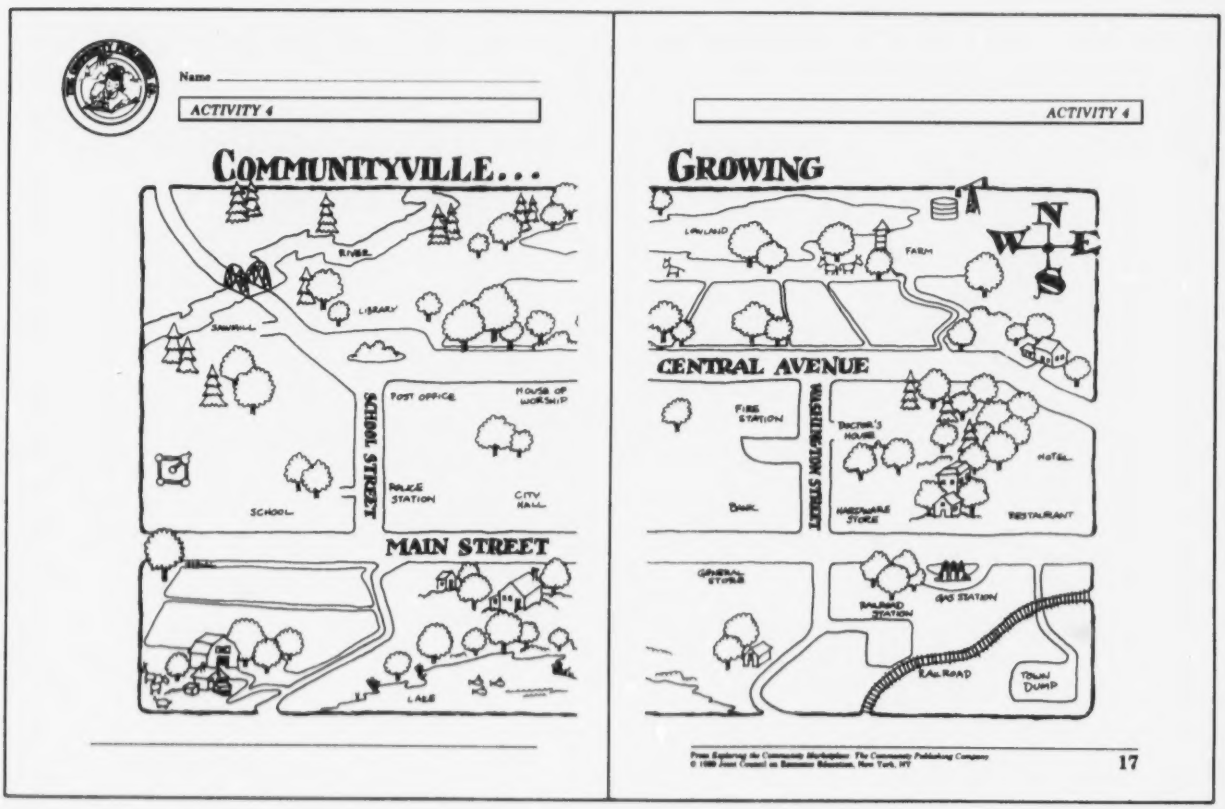
For Each Student

- Map of "Communityville a Long Time Ago" (from Lesson 2)
- Activity 4, Map of "Communityville Growing"
- Transparent tape
- Optional: Map of "Communityville a Long Time Ago" saved from Lesson 2 with buildings attached; Activity 5, "Map Buildings" and Map of "Communityville Growing"; scissors; masking tape.

SUGGESTED PROCEDURE:

1. REMIND students that they were community map detectives in the last lesson. EXPLAIN to them that they are going to look at another map of Communityville made many years after the first map. In this map, Communityville has changed; students will be looking for the changes that have taken place.

2. ASK students to remove the pages for Activity 4 from their Activity Books. HELP them put the two parts of the map together to make one large map. DISTRIBUTE the Maps of "Communityville a Long Time Ago." ASK students to be detectives again and to find the changes.



3. On the chalkboard copy a table similar to the one below and list the changes on it as the class discovers them.

HOW COMMUNITYVILLE HAS CHANGED

Natural Resources That Have Changed	Capital Resources That Are New or Have Changed
• oil discovered	• oil well constructed
• lake dried and lowland now exists	• buildings added such as library, hotel, clothing store, gas station
• trees removed by the enlargement of the sawmill, school, café	• buildings enlarged such as café, school, police station, fire station, sawmill
	• bridge built over river
	• school street enlarged
	• ball park added next to school
	• small road to cabin removed

4. ASK the following questions to help the students in analyzing the map:

a. Have the natural resources stayed the same? *(No. Oil was discovered. The lake has dried, and muddy lowland now exists. Some trees were removed to enlarge the school, the sawmill, and the café.)*

b. Have the capital resources stayed the same? *(No. Some buildings have been added, such as the library, hotel, clothing store, hardware store, gas station. Some buildings have been enlarged, such as the café/restaurant, school, police station, fire station, and sawmill. School Street has been extended north. A bridge has been built over the river on School Street and a ball park has been added next to the school. The road to the cabin is gone.)*

5. ASK: "Why do you think Communityville is changing?" Help the students hypothesize that community growth is due to growth in the number of people as well as their changing economic wants. People change their community's economic environment in order to meet their greater and more varied wants. As communities grow, they offer more services and goods to people. This helps the community to continue to grow; people will move to communities that have more goods and services available.

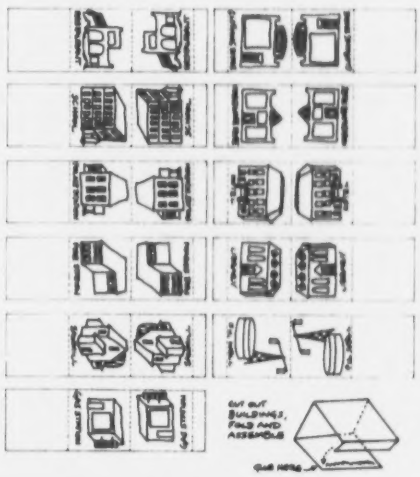
6. ASK students to locate some places on the "Communityville Growing" map that provide goods and/or services to the people of Communityville, as the class did on the "Communityville a Long Time Ago" map.

MAP BUILDINGS: "COMMUNITYVILLE GROWING"

Added	Expanded
oil well	restaurant
library	school
hotel	police station
clothing store	fire station
gas station	sawmill

ACTIVITY 5

COMMUNITYVILLE...GROWING



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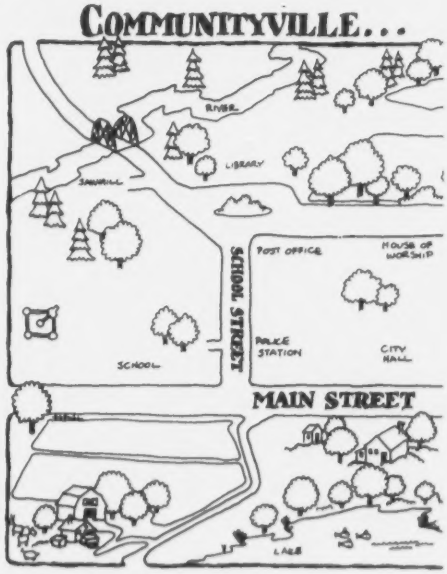
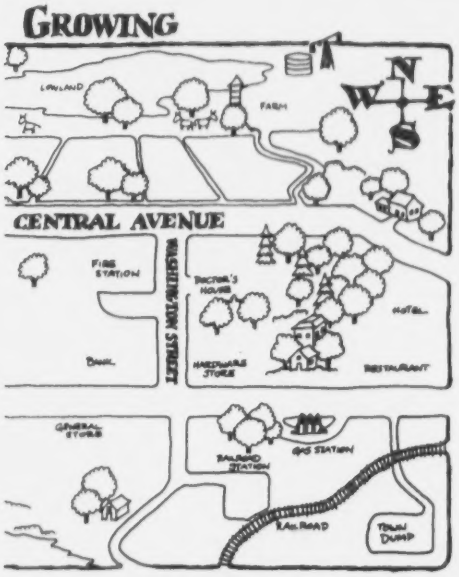
ACTIVITY 5

COMMUNITYVILLE...



ACTIVITY 5

GROWING



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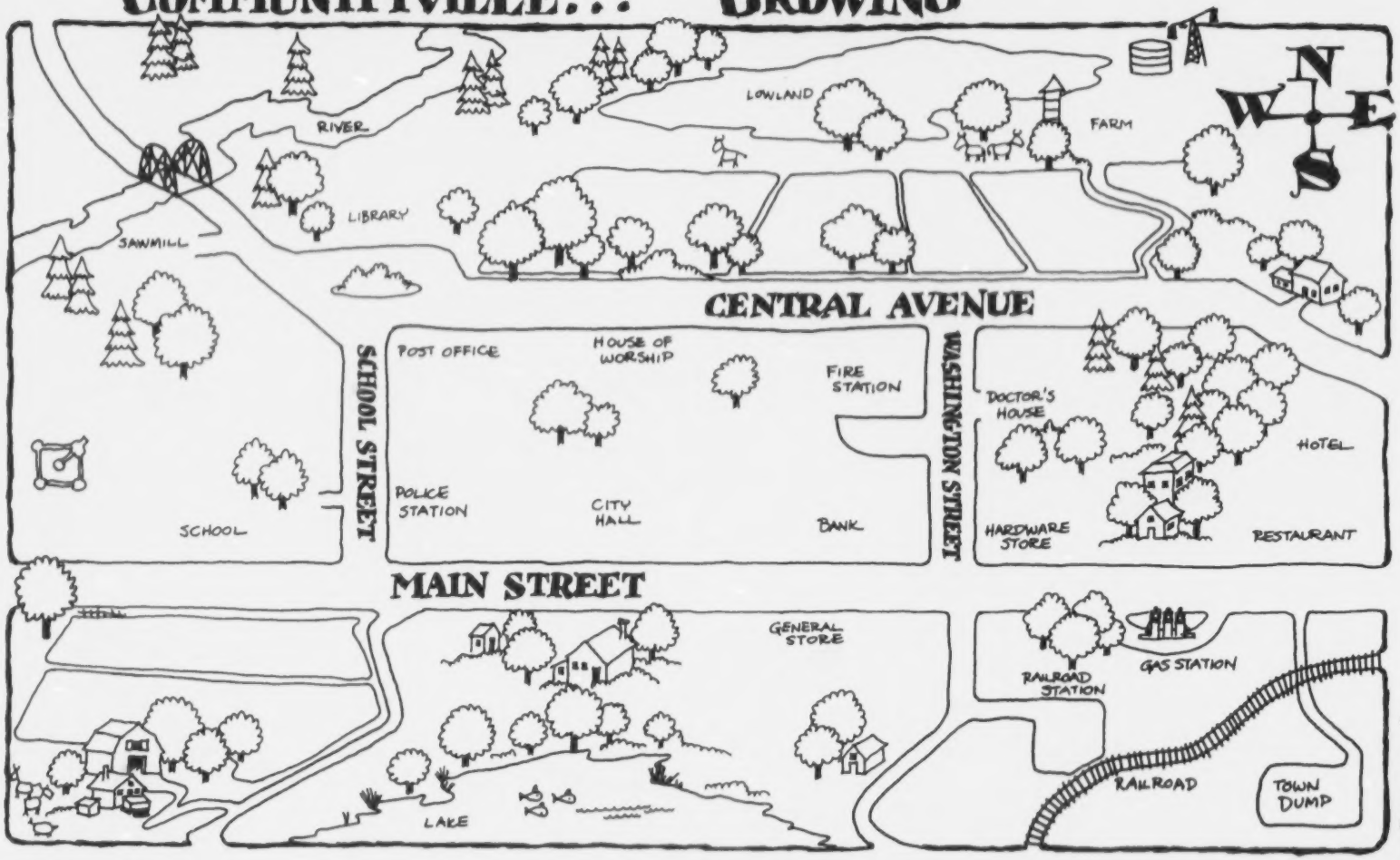
7. Optional: ASK the students to locate Activity 5 in their Activity Books and to cut out and assemble the map buildings for "Communityville Growing." To aid students in understanding the changes in Communityville, INSTRUCT the class to remove the buildings on the "Communityville a Long Time Ago" map that have changed or been replaced and to add to the map the new or changed buildings. Use the "Communityville Growing" map as a guide (or have students use the extra map in their Activity Books).

8. EXPLAIN to the students that in the next lesson they will see a "Communityville Map of Today." They will again be detectives trying to discover how the community has changed. They will solve the Case of the Missing Resources and the Case of the New Resources. Can they guess what the Communityville map will look like? It's a secret until the next lesson. NOTE: Save both maps for use in the next lesson.

COMMUNITYVILLE... GROWING



Resource 3–1 (Transparency)

Lesson 4
COMMUNITIES TODAY
(Map Exercise)

OVERVIEW:

Students study how resources change in communities by comparing the maps of Communityville. This lesson summarizes the two previous map lessons and helps students become familiar with the suppliers of goods and services to the people of Communityville.

CONTENT FOCUS:

Communities grow because the population increases, resources are plentiful, and people have the willingness and ability to buy the goods and services produced. Once the basic items for survival become available, wants expand to include goods and services that make life easier and more enjoyable.

Generalizations:

1. Businesses produce goods and services they think consumers want.
2. People change their community environment to satisfy their wants.

Concepts:

capital resources	goods	resources
economic wants	human resources	services
	natural resources	

SKILLS PRACTICED:

Analyzing maps; locating information on maps; interpreting maps; classifying and comparing information.

OBJECTIVES:

Given a discussion of the maps "Communityville Growing" and "Communityville Today" the student will:

1. Demonstrate the ability to analyze the changes between the two maps by pointing out the changes in the community;
2. Demonstrate an understanding of why communities change by completing the sentence "Communityville changed because . . .";
3. Demonstrate an understanding of what goods and services are by selecting appropriate examples on the "Communityville Today" map.

MATERIALS:

For the Teacher

- Optional: Resource 4–1, Map of "Communityville Today" (Transparency)

For Each Student

- "Communityville Growing" map from Lesson 3
- Activity 6, Map of "Communityville Today"
- Scotch tape
- Optional: Activity 7, "Map Buildings: Communityville Today," scissors, masking tape

SUGGESTED PROCEDURE:

1. EXPLAIN to students that in this lesson they will solve the Case of the Missing Resources and the Case of the New Resources. INSTRUCT the students to assemble the "Communityville Today" map (Activity 6). DISTRIBUTE the "Communityville Growing" map saved from the previous lesson.

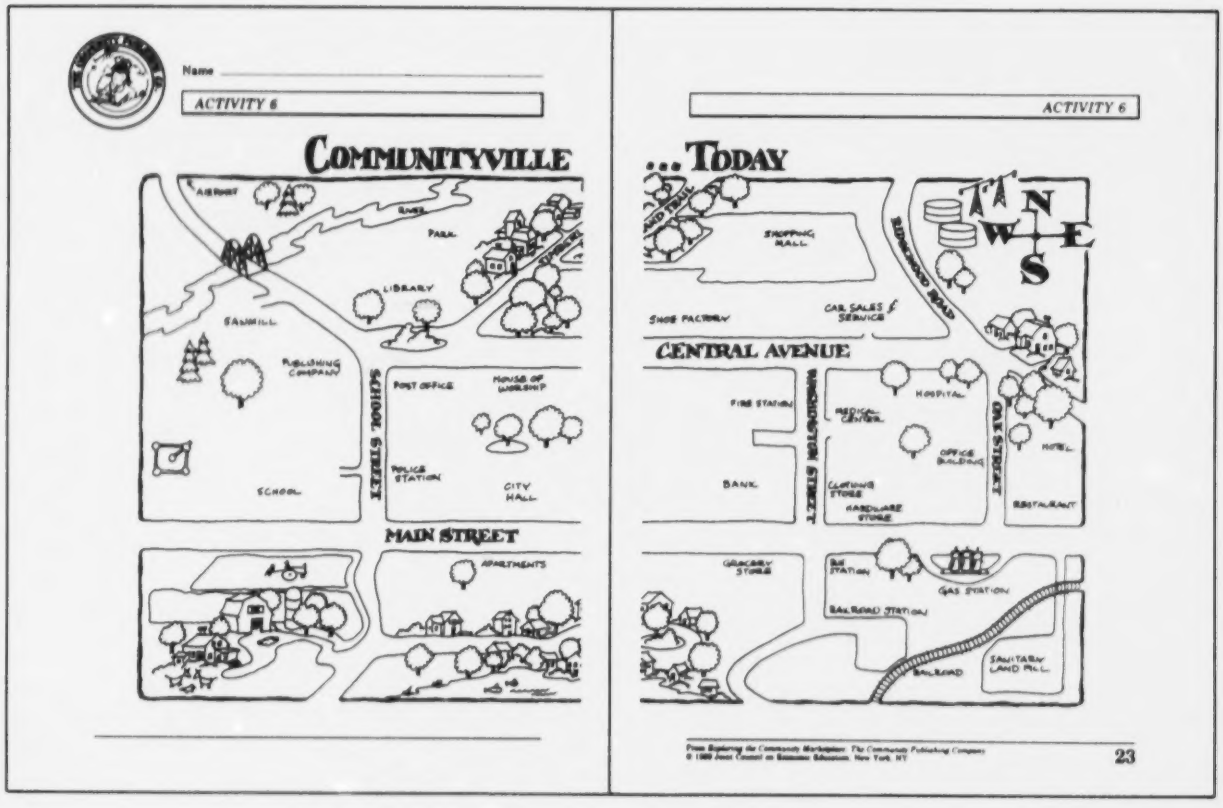
2. INSTRUCT the students to analyze the "Communityville Today" map by comparing it with the "Communityville Growing" map.

MAP BUILDINGS: COMMUNITYVILLE TODAY

Added	Expanded
shopping center	hotel
shoe factory	school
car sales and service	sawmill
medical center	
apartment building	
publishing company	
bus station	
airport	

3. DISCUSS the two maps. What capital resources have disappeared? Why has this happened?

   a. The farm, some trees, and lowland have disappeared. (*A shopping center, shoe factory, and a car sales and service establishment have been built on that land.*)



b. The doctor's house has disappeared and a medical center now exists on that land. (*Some trees behind the house have been removed in order to build a hospital.*)

c. The houses on Main Street are gone and have been replaced by an apartment building.

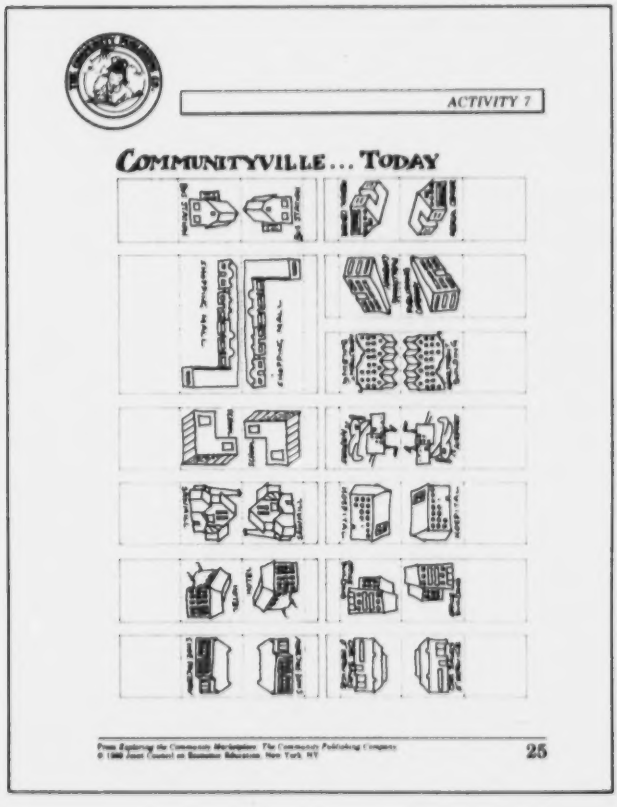
4. ASK if someone has solved the Case of the New Resources. If there is no response, ask: What new resources do you see as you look at the map? *(Three new roads have been built—Oak Street, Ridgewood Road, and Timberhill Trail. The hotel has been enlarged, the school has been enlarged, and there is a new park next to the library. The sawmill has been enlarged. A publishing company, a shoe factory, and a bus station have been built. An airport has been built beyond the bridge.)*

5. ASK: Why do you think Communityville has changed? *(Communityville has changed because the population and its economic wants have increased.)*

6. INSTRUCT students to locate the new places that produce goods and/or services as the students did in the previous two map lessons.

7. On the back of the "Communityville Today" map, ASK students to complete this sentence. "Communityville changed because. . . ."

8. Optional: INSTRUCT students to remove the buildings that have changed from the "Communityville a Long Time Ago" map.


ACTIVITY 7

COMMUNITYVILLE... TODAY

25

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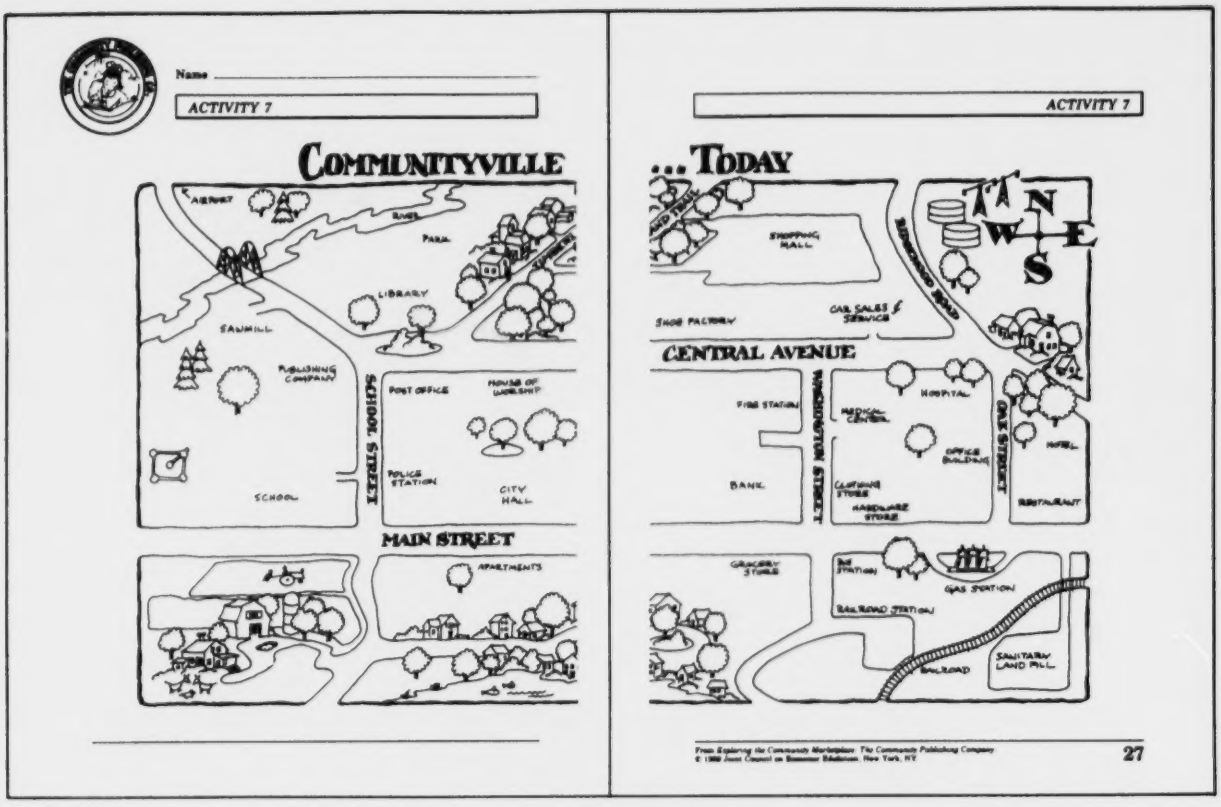
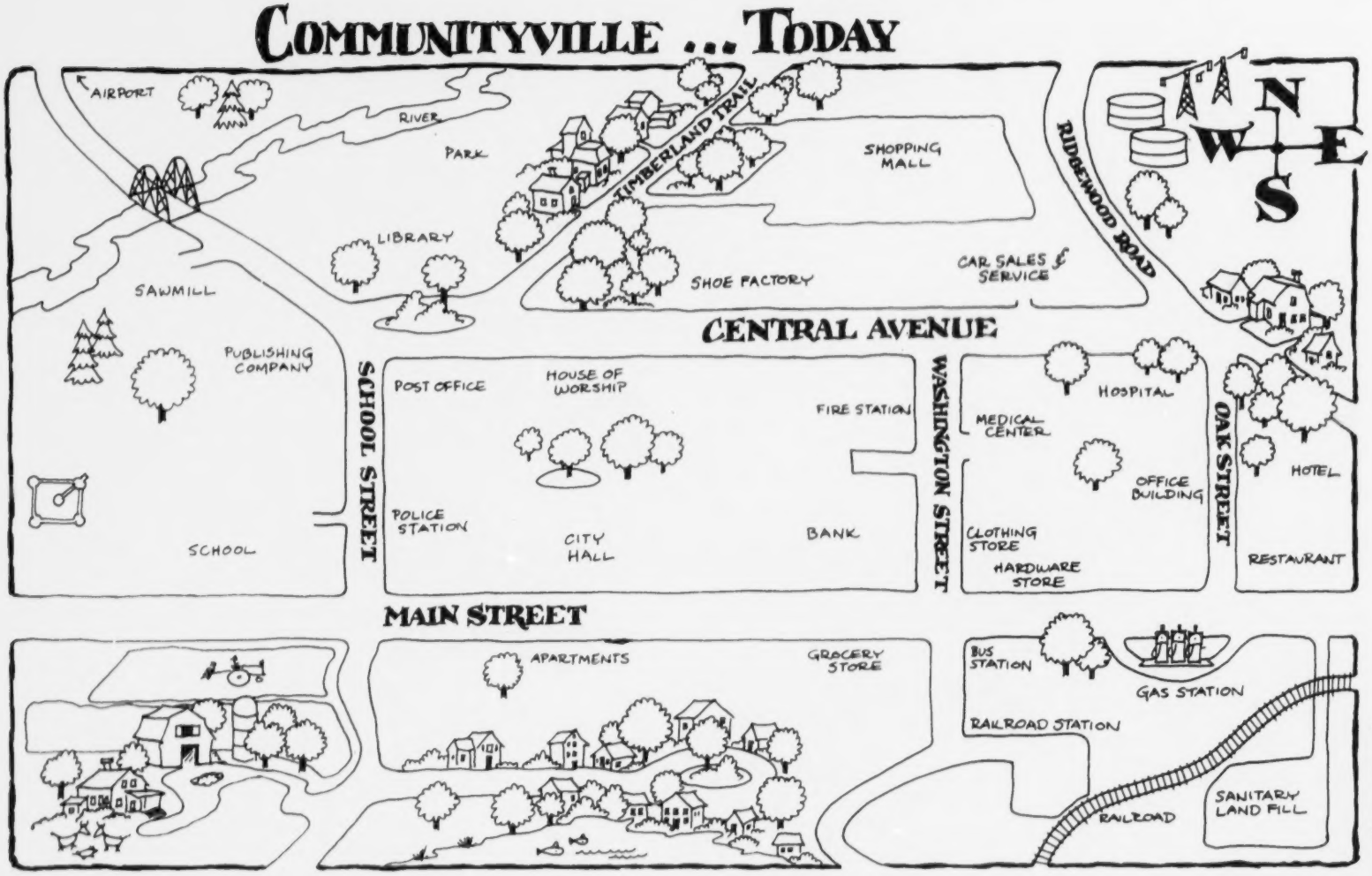


9. INSTRUCT students to assemble the Map Buildings for "Communityville Today" (Activity 7) and to replace the buildings that have changed and add the new buildings to the map. Use the "Communityville Today" map as a guide.

10. REVIEW the last three lessons by asking: "Would you like to live in Communityville a Long Time Ago, in Communityville Growing, or in Communityville Today? Why or why not?" GUIDE students in their thinking by having them consider the changes in the availability of community resources, in goods and services, and in the quality of life in Communityville in the three stages of its development. CONCLUDE by telling the students that in the next lesson they will be detectives in their own community and begin to do research about and study its resources, people, and places.

11. Optional: Students may want to begin making a map of their own community as they study their community. Pupils can work alone or in groups.



Resource 4–1 (Transparency)

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Lesson 5
MY COMMUNITY
(Notebook)

OVERVIEW:

This lesson provides an opportunity for students to explore their own community by naming places in it that provide goods and services. Working in small groups, the students discuss and list this information and then enter it in a Community Notebook.

CONTENT FOCUS:

People reside in a community because it provides them with a place to live, goods and services they want, a place to play, and, sometimes, a job. The members of the community are producers and consumers.

Generalizations:

1. People use community resources to satisfy their wants.
2. In a marketplace, consumers and producers exchange (buy and sell) goods and services.

Concepts:

business	consumer	producer
community	goods	services
	marketplace	

SKILLS PRACTICED:

Locating and recording information; working in a group.

OBJECTIVE:

Given previous discussions on goods and services, students will demonstrate their knowledge of the goods and services available in their community by naming places in their community marketplace that produce those items.

MATERIALS:

For the Teacher

- Resource 5–1, Instructions for Our Family's Community Log (Blackline master)
- Stapler

For Each Group

- Large sheet of paper (save for use on bulletin board display in Lesson 6)

For Each Student

- Scissors
- Activity 8, "My Community Notebook" (to be assembled)
- Optional: Construction paper for covers
- Optional: Several copies of local "Yellow Pages" directory—see procedure 9

For Each Student's Family

- "Our Family's Community Log"

SUGGESTED PROCEDURE:

1. EXPLAIN to the students that in this lesson they will become researchers about their community. Their job will be to investigate their own community and find out what goods and services are available in their community's marketplace.

NOTE: A marketplace is a place or situation in which buyers and sellers communicate with one another in order to exchange goods and services for money or for other goods and services.

2. REVIEW "Our Success Story" in Lesson 1. The boys and girls in that story investigated Communityville just as the class will soon be doing in its own community. ASK: "What did the boys and girls in Communityville do with the information they gathered about their community?" (They made a community book of their reports.)

3. EXPLAIN to the students that they too will be forming their own publishing company and writing a community book. First, however, they will need to do research about their own community.

4. DISCUSS the following questions:

a. What are some ways to do research (i.e., to look for, find, and gather information) about our community? Answers should include suggestions to do the following: observe as we walk or ride in our community; read about our community in books and newspapers; talk with people who live and work in our community.

b. What might we do with the information we gather? (Guide students' answers to include suggestions to do the following: write reports about our findings; produce a book using the reports about our community; form a publishing business and sell copies of the book.)

5. EXPLAIN to the students that before they can start their publishing business, they must learn more about their community. As researchers in their community, their first job will be to prepare a written list of the places that produce goods and services for the people in their community. (Review the concepts of goods and services with the class and provide examples.)

6. DIVIDE the class into small groups. Each group should select a secretary to record information.

7. GIVE a large sheet of paper and felt-tip marker to each group. INSTRUCT the students to take turns naming places that produce goods and services for the people of the community. The group should agree that every place named produces a good or a service before the name is recorded on the list.

8. ASK each group to share its list with the class and compare the lists.

NOTE: SAVE the lists for use in the bulletin board display and in later lessons, as explained in Lesson 6.

SAMPLE LIST

Places That Produce Goods and Services

Fashion Shoe Store	City Hall
Black's Factory	Leo's Barber Shop
Lucky Star Grocery Store	Vogue Hair Stylist

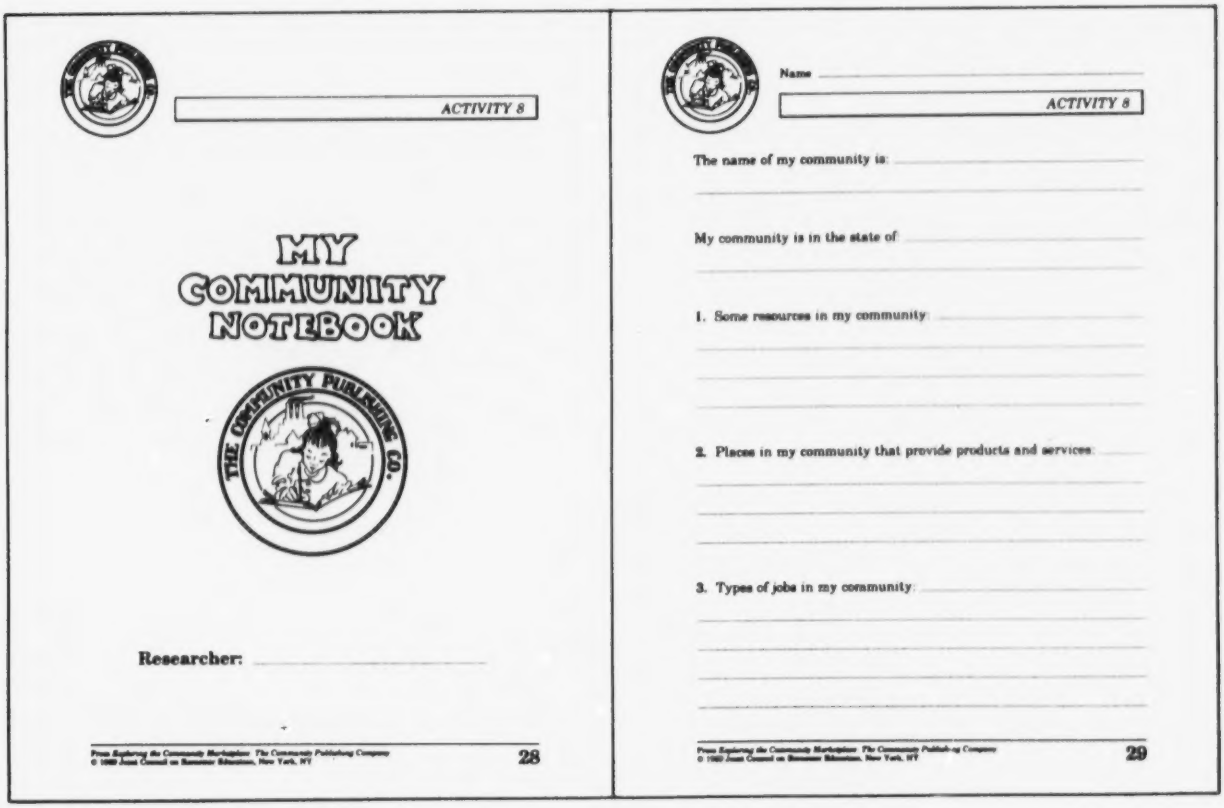
9. Optional: You may wish to give each group a copy of the local "Yellow Pages" directory. This would provide some ideas and some structure for the list and allow the students to "let their fingers do the walking" through their community.

10. INSTRUCT the students to assemble the booklet entitled "My Community Notebook" (Activity 8) and begin writing answers in the blanks.

NOTE: This booklet is designed for the students to complete as they progress through Part I. It provides a written account of the information gathered and a place for the students to record notes. You may need to discuss how to take notes. The students will work on the notebook at school for the next few lessons and then will take the notebook home and complete it with help from their families. They will then bring the notebook back to school.

Encourage the students to use materials from the library, to use parents as resource people, and to begin to carefully observe and note what types of places and businesses exist in their community as they complete the notebook in later lessons.

This would be an appropriate time to begin a Community Corner in the classroom. The Community Corner could contain materials students can use to obtain information about their community. Suggested items for the corner are books, local newspapers, advertising pamphlets, telephone books, street maps, community guides, travel posters, photographs, and historical brochures.



ACTIVITY 8

MY COMMUNITY NOTEBOOK

THE COMMUNITY PUBLISHING CO.

Researcher: _____

Name _____

ACTIVITY 8

The name of my community is: _____

My community is in the state of: _____

1. Some resources in my community: _____

2. Places in my community that provide products and services: _____

3. Types of jobs in my community: _____

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ACTIVITY 8

4. People and businesses that my family depends on for things they want: _____

5. A famous place in my community: _____

6. Famous people who have lived in my community: _____

7. Names of streets in my community: _____

ACTIVITY 8

8. Places that have changed in my community: _____

9. Something that could be better: _____

10. The best thing about my community: _____

11. Things I enjoy doing in my community: _____

ACTIVITY 8

12. Notes and important things to remember: _____

13. Words that describe my community: _____

14. I like living here because: _____

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11. Optional: Students may add a construction-paper cover to their notebooks for durability and may also enjoy designing and coloring covers for the notebooks.

12. DISTRIBUTE and EXPLAIN the Instructions and the activity sheet for "Our Family's Community Log" (Resource 5–1). The log will be a written record of the places at which a family obtains its goods and services for approximately one week. This information will reinforce students' learning about the concepts of goods and services as they work on their notebooks. The children should return the family logs to school and will discuss their logs in Lesson 7.

NOTE: Collect notebooks for use in Lesson 7 as well as later lessons in the unit.

Instructions for OUR FAMILY'S COMMUNITY LOG (A Family Activity)

INTRODUCTION:

The purpose of the community log activity is to encourage family participation in an economic education unit your child is studying at school, entitled *Exploring the Community Marketplace: The Community Publishing Company.* In this activity, your child—and any family members who are willing—keep a written record of the people and places in their community marketplace from whom your child and others in your family usually buy goods and services.

PURPOSES:

This activity will help reinforce the following economic ideas presented at school.

1. Families buy goods and services in the community marketplace. A marketplace is any situation in which buyers and sellers *exchange* goods and services. For example, your food store, clothing store, and gas station are marketplaces.

2. Businesses produce goods and services they think others will want to buy.

3. People become consumers when they buy goods and services in the community marketplace or elsewhere for personal or household use.

DIRECTIONS:

A family member should help your child complete the community log form that accompanies these instructions. For about one week, your child should record the names of some of the places and people from which your family usually buys goods and services.

DISCUSSION QUESTIONS:

The following questions may be helpful when you work on the community log with your child.

1. What do businesses produce for our family? *(Goods and services.)*

2. Why does our family go to places such as the grocery store or shopping mall? *(To look around; to buy goods and services.)*

3. What do the people in our family get from people in the community marketplace? *(Goods and services we want to buy.)*

4. Does our family visit other communities to get things we want to buy? *(Answers will vary and will depend on family's shopping habits.)*

OUR FAMILY'S COMMUNITY LOG

STUDENT'S NAME _____ DATES: From _____ To _____

FAMILY MEMBERS' NAMES _____

The names of the people and places from which we usually buy goods and services:

Date	People/Places	Goods/Services

Lesson 6
OUR COMMUNITY
(Bulletin Board Display)

OVERVIEW:

The students study their own community while creating a display on the bulletin board. Using the lists prepared in Lesson 5, students discuss the places that produce goods and services in the community. The students select a place that produces a good or service from the list. They then draw a picture of it, cut it out, and display it on the bulletin board.

CONTENT FOCUS:

To survive, a business depends on the number of people who are willing and able to buy its goods and services. All who decide to spend their money for a particular good or service are, in fact, casting "dollar votes" in favor of that item. Businesses that receive a sufficient number of dollar votes for what they sell continue in business; those that do not disappear.

Generalizations:

1. People use community resources to satisfy their wants.
2. Businesses produce goods and services they think consumers want.

Concepts:

business	goods
economic wants	services

SKILLS PRACTICED:

Visualizing details; constructing a model.

OBJECTIVE:

Through participation in a discussion, students will demonstrate that they know what goods and services are available in the community by naming the goods and services they use and drawing a picture of a business in their community that produces one or more of the items on the list.

MATERIALS:

For the Teacher

- Lists compiled in Lesson 5 of places that produce goods and services in the community. (Mount the lists on the bulletin board; see Sample Bulletin Board, Resource 6–1).
- Teacher guide sheet for bulletin board display.

SUGGESTED PROCEDURE:

1. REMIND students that in the last lesson they made lists of places in their community that produce goods and services for people.

2. DIRECT students' attention to the special bulletin board. It will display the lists and can be designed as shown on the guide sheet.

3. REVIEW the lists by asking:

   a. What do these places produce for the people in our community? *(Goods and services.)*

   b. Do you go to some of these places? *(Answers will vary.)* Ask children to answer by raising their hands if they have been to the places on the lists as you read off the names. For example, "Have you been to the _____ (name of a grocery)?" Students raise hands if they have been to it.

   c. What can you buy at these places? *(Answers will vary, but should include a variety of goods and/or services.)*

   d. What would happen to these businesses if no one bought their goods and/or services? *(The business would close for good.)*

4. EXPLAIN to the students that they will draw a picture of a business in their community. They are to select the business. (They may choose their favorite—there may be duplications.) DRAW a picture of the school on the chalkboard to illustrate your instructions. TELL students that when they draw their picture they are to pretend they are standing in front of the business and looking directly at it.

5. DISTRIBUTE paper to the students. INSTRUCT the students to draw and color the place they have chosen and try to make it look like the actual place in the community. Students should then cut out the picture and display it on the bulletin board. Students should include the name of the business on their drawing (encourage variety in the selection of businesses).

6. REVIEW the lesson by discussing the completed display, using the questions below:

   a. What do these places produce for people in our community? *(Goods, services.)*

   b. Why do you go to these places? *(To buy things I want.)*

   c. What would happen if no one shopped at these businesses? *(They would go out of business.)*

   d. What would happen if a place did go out of business? *(You might be unable to get the things you might want any place else in the community. You would then have to travel to another community to obtain what you want.)*

   e. How do businesses decide what to sell? *(The goods and services they decide to sell are those they think people will buy.)*

7. Optional: The teacher or students may wish to take photographs of businesses in the community and display them on the bulletin board. *REMINDER:* Students will need their Community Notebooks (from Lesson 5) for the next lesson.

SAMPLE OF BULLETIN BOARD DISPLAY

Resource 6–1

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Lesson 7
COMMUNITY INTERDEPENDENCE
(Community Tour)

OVERVIEW:

In this lesson students learn about the interdependence that exists among people and places in their community. The students listen to "The Communityville Tour" and associate the information in it with their own community.

CONTENT FOCUS:

Communities form to meet the wants of the people living in them. As communities grow, increased specialization and division of labor occur. This increase makes people more dependent on one another. For example, community members rely on the newspaper for local information, the grocer for food, the doctor for medical care, etc. Businesses that produce goods and services people want at prices people are willing and able to pay will be successful, i.e., the businesses will earn a profit. Consequently, how a community grows and changes in part reflects the availability of resources and the preferences of its members.

Generalizations:

1. People in communities are interdependent.
2. People use community resources to satisfy their wants.
3. Businesses produce goods and services they think consumers want.

Concepts:

business	goods	services
community	interdependence	economic wants
	marketplace	

SKILLS PRACTICED:

Listening with a purpose; following directions; interpreting maps.

OBJECTIVE:

After listening to and talking about the "Communityville Tour," students will apply their understanding of community interdependence by participating in a discussion, responding to questions and statements in their Community Notebooks, and completing an activity sheet.

MATERIALS:

For the Teacher

- Resource 7–1, "The Communityville Tour" transcript
- Resource 7–2, "Family Community Tour" Activity and Information Form (Black-line master)
- Optional: Communityville Today transparency (Resource 4–1, Lesson 4)

For Each Student

- Community Notebook (from Activity 8, Lesson 5)
- Optional: Communityville Today Map (from Activity 6, Lesson 4)

For Each Student's Family

- "Family Community Tour" Activity and Information Form

SUGGESTED PROCEDURE:

1. SELECT two students to be tour guides. They will read "The Communityville Tour" to the class.

2. EXPLAIN to the students that they will be listening to the story of a tour of Communityville. Tour guides will be telling the students how they depend on people and places in their community.

3. WRITE on the chalkboard: "For what do people in the community depend on one another to meet their economic wants?"

4. Students listen while "The Communityville Tour" is read. Optional: (a) Have students follow the places mentioned in the tour on the Communityville Today map. Students can put an "X" on the map at places that the tour guides mention. (b) Have students first read the story themselves, and then mark the places on the map as the tour guides read the story aloud.

5. DISCUSS the tour with the students. In order that all students have an opportunity to participate in the discussion, have them first discuss each question with a classmate and then with the entire class.

a. What do the people in Communityville depend on each other for? *(To obtain goods and services.)*

b. How do the people meet their economic wants in Communityville? *(Students should understand that people in Communityville depend on one another for the goods and services they want and are able to buy. The businesses depend on the people to buy goods and services. The community, through its businesses and government, produces the goods and services and also provides jobs for many of the people so that they can earn the money with which to buy the items.)*

c. Does Communityville produce all the goods and services the people of the community are willing and able to buy? *(No, people depend on other communities to obtain some goods and services they want and are able to buy.)*

6. To associate the tour experience with the students' own community, DISCUSS the following:

a. What goods and services does our community have to offer people? *(Answers will vary.)*

b. What do you think people depend on each other in our community for? *(For goods, services, jobs, friendship, assistance.)*

c. Why do you visit other communities? *(To buy goods and services, to visit friends/relatives, for entertainment, etc.)*

d. Do you think someone would like to take a tour of our community? Why or why not?

e. If you were a tour guide, what would you tell people who took a tour of our community?

7. INSTRUCT students to work on their Community Notebooks. As a result of this discussion, observations of their community, and previous lessons, students should be able to add answers to the various statements in their notebooks. Students should take their notebooks home to complete. Remind students that the completed notebooks must be returned to school by the time class begins Lesson 14.

8. Optional: Students may want to take a tour of their own community and write about it. The tour could be accomplished in small groups or as an extra project with their families. In the latter case, distribute the Family Community Tour Activity Instructions and Information Form .

THE COMMUNITYVILLE TOUR

NARRATOR: Welcome aboard the Communityville school bus. Today you will be taking a tour of Communityville. We hope you will find the tour informative and exciting. Your tour guides will be children who live in Communityville. They will tell you all about Communityville and how they and their families depend on people and places in Communityville for goods and services they want. Your tour begins at the school, where your tour guides are waiting to meet you.

TOUR GUIDE NO. 1: Hello, my name is Shane. Welcome to Communityville. This is my friend Jennifer. We will be your tour guides as we travel through Communityville.

TOUR GUIDE NO. 2: Hello, my name is Jennifer. We are happy to tell you all about our community. We will begin by telling you about our school. Shane and I go to school here. My younger sister, Jessica, does too. We all like it very much. We depend on the school for our education. The teachers and principal help us learn many things.

My class did a special project. We did research about Communityville, wrote reports, and then published a book about our community. People in the community bought the books to learn more about Communityville. Our class earned a profit and with the money we bought books for our school library. It was an exciting project.

Shane will now continue with the tour.

TOUR GUIDE NO. 1: The school also has a wonderful playing field. Jennifer plays on a soccer team here, and I play on a baseball team. My younger brothers, Drew and Chase, like to come and use the playground equipment. The swings and slide are fun. Sometimes, we see Jennifer's younger sisters, Jessica and Jacqueline, playing here, too.

We will now turn north on School Street. On your right you will see our police station, where police officers are on duty day and night helping people and protecting property in Communityville. Next you will see the post office. Drew, Chase, and I like to mail letters. Sometimes, we get letters from our friends who live in other communities. The letter carrier takes our mail from the post office and delivers the letters to our house. We appreciate this service because, otherwise, we would have to get the mail ourselves. Jennifer, Jessica, and Jacqueline get packages from their grandparents, who live far away.

Looking ahead you see the road to the airport. My brothers and I like to go to the airport when my mother goes away on a business trip. Jennifer's father also flies far away on business. When we go to the airport, we see people who fly here to Communityville to do business. Jennifer will now tell you about the museum.

TOUR GUIDE NO. 2: A famous place in Communityville is the sawmill. Part of the sawmill is now a museum. People like to learn how lumber was produced long ago. We brought my grandparents to the museum when they came to visit.

Continuing on our tour, we turn east on Central Avenue. Notice the library on the left. The library has many books for people of all ages. Jessica, Drew, Chase, and Jacqueline go to the library for a story time and a puppet show every week.

On our left, we see a shoe factory. Many of my friends' parents work here. We buy most of our shoes from the factory store. The factory sells its shoes to businesses in other communities, too.

On our right, we see the fire station. The fire fighters are always ready to serve the community in case of fire.

Beyond the shoe factory is a place we all like to go to. It's the shopping mall. There are many stores offering just about anything you might want. Next, we see the Car Sales and Service Shop. My father just bought a car from this shop, and Shane's mother just had her car repaired there. On our right, we see the Communityville Hospital. My sisters and I were born there; so were Shane and his brothers. Also, here is the doctor's office, where we receive health care. There is a dentist here, too, and twice a year all six of us have our teeth cleaned and checked.

We are now turning south on Oak Street. On your left, you will see the Communityville Hotel. Some people stay here when they visit us from far away. It's a nice place to stay for those business people who fly into our airport. On our right is an office building in which there are many small businesses. Many people depend on these businesses for their jobs. Our bus will stop later at the service station on Main Street for gasoline.

TOUR GUIDE NO. 1: We will continue down Main Street. On our left, we see the bus station and the railroad station. My brothers and I went on a train trip to see our grandparents. Many people travel to nearby communities for fun and also to buy goods and services, just as the people in nearby communities come here to visit us and to buy goods and services.

On our right we see the bank. Sometimes, my brothers and I go to the bank and put money into our savings accounts. People save money, borrow money, and cash checks at the bank.

Across from the bank is the Communityville Grocery Store. I like to help choose the food for my family. My parents won't let me buy all the candy and treats I want. Jennifer's family shops at this grocery store also.

Continuing on our tour, we see the city hall. The city hall is a government building where the people come to vote, pay taxes, and get answers to questions about laws and rules. People who work at city hall help keep Communityville a nice place to live.

If you look south on School Street, you will see a farm. That is where Jennifer, Jessica, and Jacqueline live. I live in the neighborhood across from the farm along with my brothers, Drew and Chase.

Here we are back at Communityville School. Jennifer and I thank you for your attention and hope you enjoyed the tour.

NARRATOR: We hope you had an enjoyable tour and learned about all the people we depend on in Communityville. Thank you and come again.

FAMILY COMMUNITY TOUR ACTIVITY

INTRODUCTION:

The community tour activity is designed to encourage family participation in an economic education unit your child is studying at school entitled *Exploring the Community Marketplace: The Community Publishing Company*. In this activity, your child's assignment is to describe the goods and services that are available to your community by filling out the Family Community Tour Information Form that accompanies this information sheet.

PURPOSES:

This activity will help reinforce the following economic ideas presented at school.

1. A community includes a variety of places that produce goods and services for its residents and visitors.

2. People decide where to buy goods and services. They may base these choices on the following criteria: location, price, dependability, safety, personal service, appearance, and advertising.

3. People buy goods and services at one place rather than some other that sells the same products because of price, location, personal preference, etc., at the place selected.

FAMILY COMMUNITY TOUR INFORMATION FORM

My name is _____.

I live in (name of community, town, village) _____.

The name of the street/road I live on is _____.

I think people who come to visit my community would like to know about these places. (For each place write the name of the business and the street on which it is located.)

1. The _____ sells gasoline for vehicles, repairs cars, and washes cars. The street it is located on is _____.

2. The _____ sells many kinds of canned goods, meat, bread, cookies, fruit, and vegetables. The street it is located on is _____.

3. The _____ makes loans, accepts savings accounts, and cashes checks. The street it is located on is _____.

4. The _____ sells stamps and delivers letters, packages, and cards. The street it is located on is _____.

5. The _____ offers health care. The street it is located on is _____.

6. The _____ provides a ball field, swings, slide, and a jungle gym. The street it is located on is _____.

7. The _____ sells clothes, shoes, coats, stockings, and sweaters. The street it is located on is _____.

8. The _____ sells a variety of food, and offers friendly service and a pleasant atmosphere. The street it is located on is _____.

9. I think the most important place in my community is _____

_____

because _____.

Lesson 8
MINI-MALL
(Marketplace Simulation)

OVERVIEW:

Students participate in a market simulation. They assume the roles of consumers and producers as they buy and sell goods and/or services in the marketplace.

CONTENT FOCUS:

People in society depend on one another for the goods and services they want, and therefore must develop a satisfactory method of exchange. A marketplace is a place where the exchange can occur. Producers supply their goods and services to the market and attempt to sell at the highest prices possible.

People come to the marketplace to buy the goods and services they want. Buyers attempt to satisfy their wants by paying the lowest prices possible.

Although exchange can occur by directly trading one tangible item or a service for another (barter), the majority of modern-day exchanges use money as a medium to accomplish that exchange. Money is a universal store and measure of value. Both the sellers and buyers determine whether or not to make a particular exchange by using price as a yardstick.

Generalizations:

1. People use community resources to satisfy their wants.
2. Businesses produce goods and services they think consumers want.
3. People's values, tastes, knowledge of alternatives, including prices of substitutes, and purchasing power determine the choices they make in the marketplace.
4. A decision to acquire the benefit of one action or thing is also a decision to give up the benefit of the next best alternative (opportunity cost).
5. In a marketplace, consumers and producers exchange (buy and sell) goods and services.

Concepts:

consumer, marketplace, producer, choice, opportunity cost

SKILLS PRACTICED:

Addition and subtraction; working in a group; decision making.

OBJECTIVE:

Given the Communityville Marketplace Simulation, the student will demonstrate an understanding of choice making in the marketplace by participating in the simulation, completing the Consumer Card, and taking part in the discussion.

MATERIALS:

For the Teacher

- Resource 8–1, Producer Signs

- Resource 8–2, Sales Receipts (Black-line master). You will need 50 sheets of sales receipts, cut out and displayed beside the appropriate producer signs

For Each Student

- Activity 9, Consumer Card and Marketplace Money
- Scissors

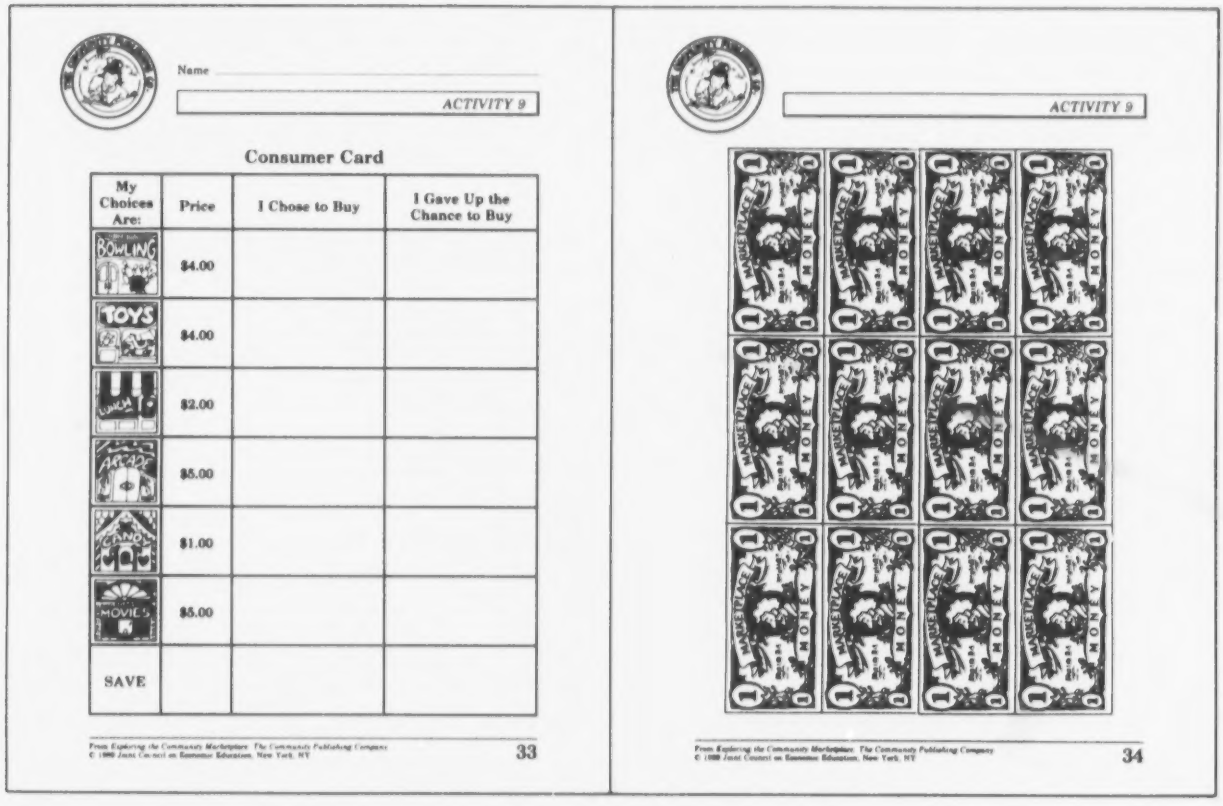
SUGGESTED PROCEDURE:

1. Before beginning the simulation, INSTRUCT the students to remove the pages for Activity 9 from their Activity Books and cut out their "Marketplace Money." SET UP stations for producers with the appropriate signs and receipts.

2. INTRODUCE the simulation by asking, "What would happen to businesses if no one ever bought things from them?" (Help students understand that such enterprises would go out of business. Businesses produce goods and services they think people will buy. The businesses that produce goods and services people want to buy will be successful because they will earn a profit. Any arrangement that people use to get together to buy and sell goods or services—in person or at a distance—is called a marketplace.)

3. Students should understand that people follow a certain procedure when they participate in a marketplace:

a. People usually use money as a means of exchange for goods and services.



Name _____

ACTIVITY 9

Consumer Card

My Choices Are:	Price	I Chose to Buy	I Gave Up the Chance to Buy
BOWLING	$4.00		
TOYS	$4.00		
LUNCH	$2.00		
ARCADE	$5.00		
CANDY	$1.00		
MOVIES	$5.00		
SAVE			

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ACTIVITY 9

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b. Buyers make choices regarding what good or service and how much of it they will purchase. Their choice depends on (1) how much money they have, (2) how valuable they think the good or service is to them, and (3) their opportunity costs, or the next best alternative they give up to obtain the particular good or service.

4. EXPLAIN that in the Marketplace Simulation students will pretend to be producers and consumers who live in Communityville. They will take a make-believe trip to the Mini-Mall. Some students will be producers, and some will be consumers. The activity will be repeated so that everyone has an opportunity to be both a producer and a consumer.

NOTE: Assign producer and consumer roles according to class size. There are six producer places, at each of which up to three students could work. The remaining students should be the consumers. The producers exchange roles with a like number of consumers when the class repeats the simulation.

5. EXPLAIN the Marketplace Simulation procedure:

a. The producers will take up positions at six locations around the classroom. The producers will have signs at their locations naming the good or service they are selling.

b. Each consumer should have a Consumer Card listing all the choices available at the Communityville Mini-Mall (Activity 9).

c. Each consumer should have $12 (in one-dollar bills) to spend.

d. The consumers will then choose the goods or services they want to buy. (They may choose more than one good or service.)

e. The consumers will then go to the producer of the good or service they chose and buy it with their Marketplace Money.

f. After the producers sell a good or service, they will give the consumer a sales receipt.

NOTE: The consumers will not have enough money to buy all the items on the Consumer Card. Consequently, the consumers will be forced to make choices. Be sure to instruct students to record their decisions to buy or not to buy in the appropriate columns of the card.

g. When the consumers have made all their choices, the consumers and producers will return to their desks. Instruct producers and consumers to EXCHANGE roles and REPEAT the simulation.

6. DISCUSS the results of the simulation.

To increase student participation in the discussion, ask the question and then allow thinking time before calling on students for responses. Have students share their response with a partner before discussing it with the class. You can circulate among the students to hear their discussion of possible responses. Use a signal such as a hand clap to call the class back to order to begin the class discussion.

a. Did you have enough money to buy all the items on the card? *(No.)*

b. What did this force you to do? *(Make choices.)*

c. How did you decide what to buy? *(Personal liking, expected satisfaction, favorable prices.)*

d. What did you not choose? *(Answers will vary.)* Why? *(Did not suit personal preference, not enough money, wanted one of the other choices, too high a price.)*
Help students understand that when they made one choice, they gave up the opportunity to enjoy the benefits of another possible choice. They gave up the chance to buy one thing when they chose the other.

7. DIRECT students' attention to their Consumer Cards.

a. What things did you give up? *(Answers will vary but should include one or more of the six possible choices or the "save" option.)* Have students put an *"X"* in the appropriate box on their Consumer Card for those items they decided not to buy.

b. Did some of you decide to save some of your money for a future choice? Why? *(Did not like all the choices or didn't have enough money left to buy any of the remaining choices.)*

8. MAKE a chart on the chalkboard with column headings as shown below and call students' attention to it.

bowling alley	amusement arcade
toy store	candy shop
restaurant	movie theater

ASK: "How many chose bowling in today's game?" Have students raise their hands to answer. Count the responses and record the number in the box. Repeat this procedure for the toy store, restaurant, amusement arcade, candy shop, and movie theater. Discuss the results.

a. What items did consumers buy the most of in today's marketplace? *(Answers will vary for different classes.)*

b. Why did some producers sell more items than others? *(More students chose one good or service over the others in the marketplace.)*

9. EXPLAIN that what consumers buy helps tell businesses what and how much to produce. Businesses produce goods and services they know or hope people will buy.

10. RELATE the simulation and discussion to the classroom publishing company.

a. How will we be producers in our Community Publishing Company? *(By doing research for the community book and by writing and producing it.)*

b. What will influence consumer choices when they consider whether to buy our book? *(Interest in the subject; price; quality; availability; price of related products.)*

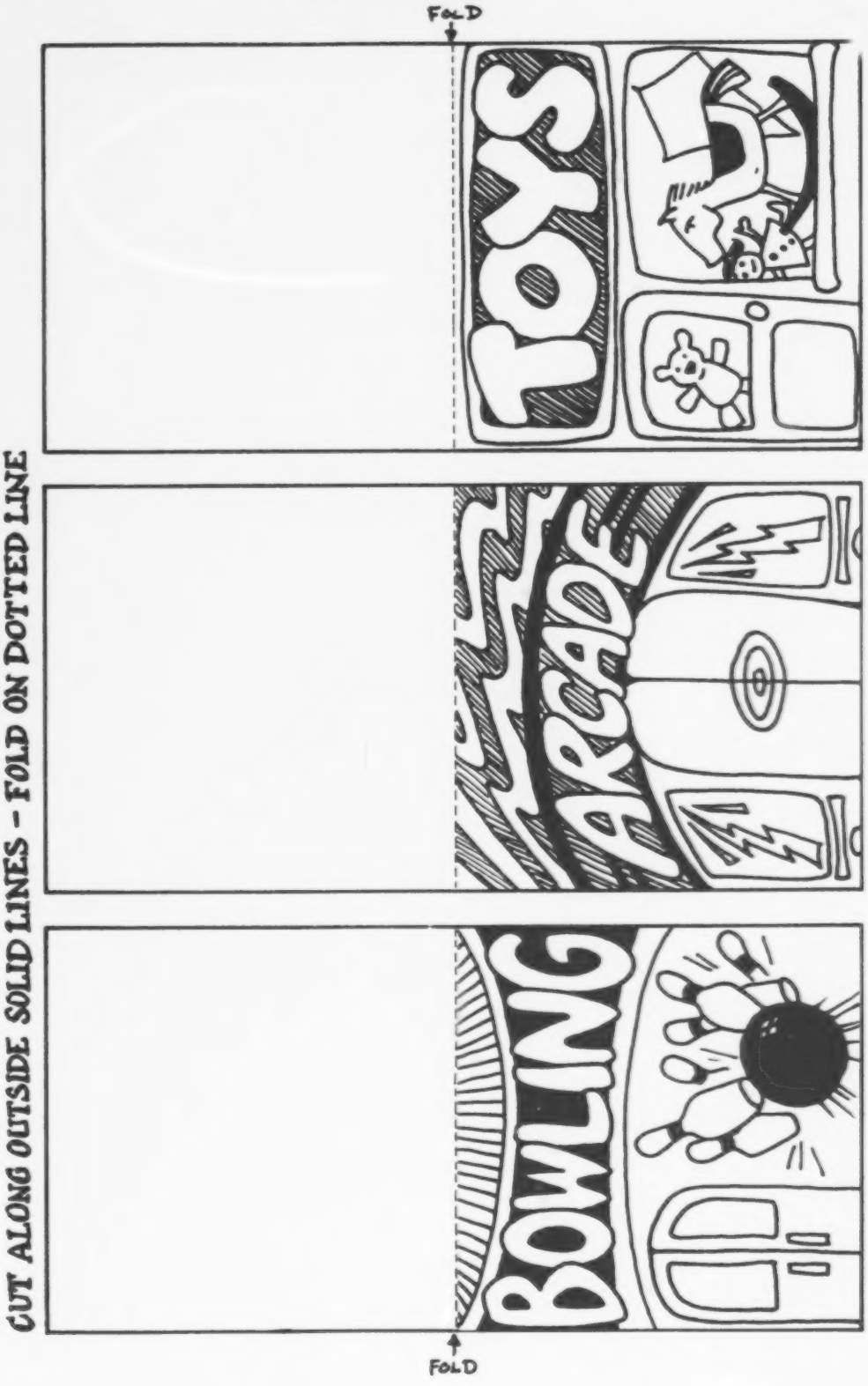
11. RELATE the simulation to students' activities in their actual community marketplace.

a. What goods and services do you buy in your local marketplace? *(Candy, gum, dental care, etc.)*

b. What influences your choices? *(Price, quality, the kinds available, personal likes.)*

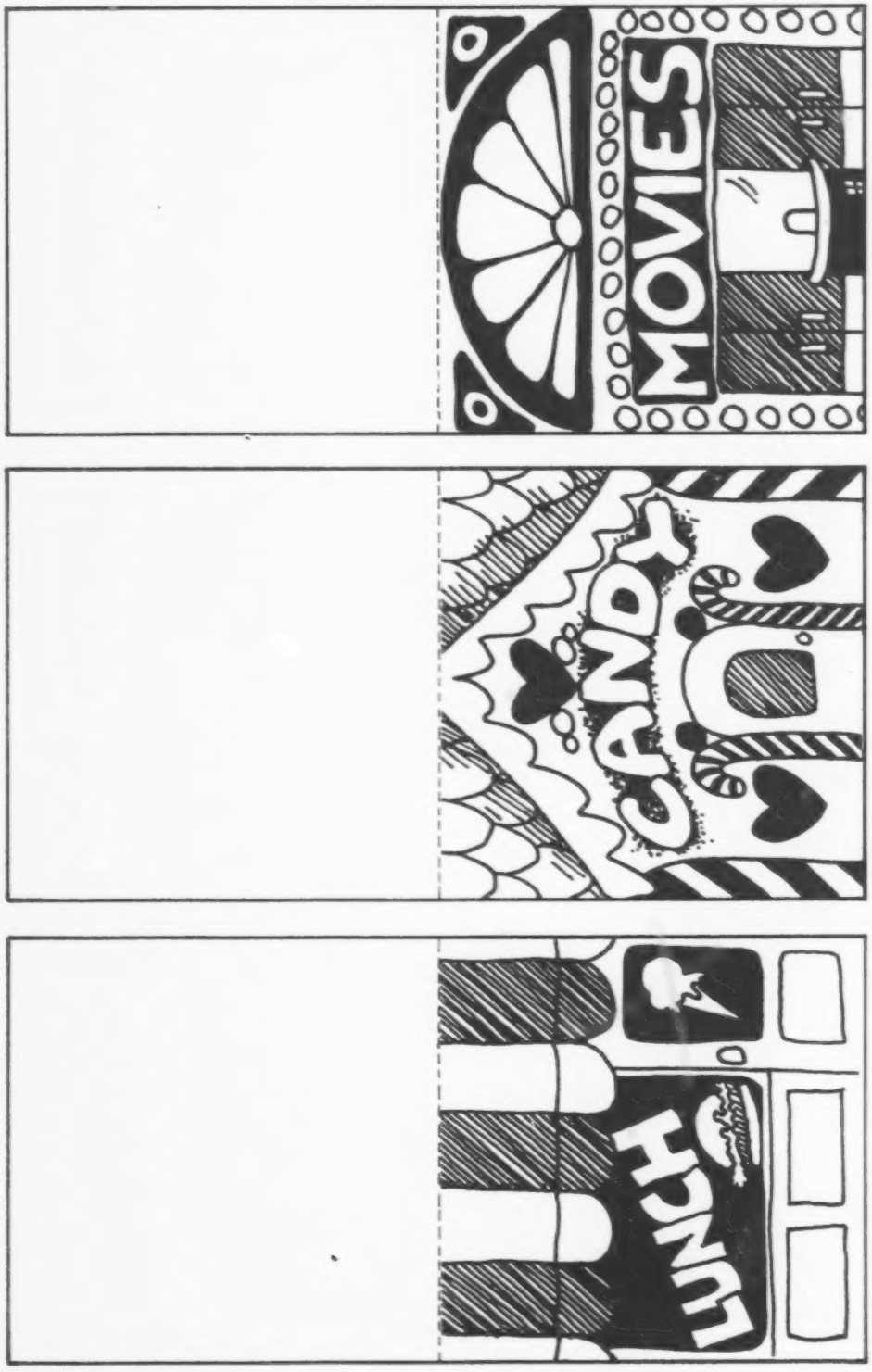
c. What will happen if nobody buys the products a local business offers? *(The business will close or change the products it sells.)*

PRODUCER SIGNS



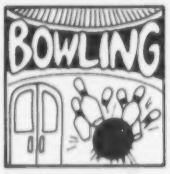
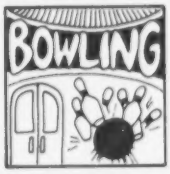
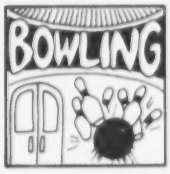
CUT ALONG OUTSIDE SOLID LINES – FOLD ON DOTTED LINE

PRODUCER SIGNS



SALES RECEIPTS

Cut along solid lines.

 PAID $4.00	 PAID $4.00	 PAID $4.00
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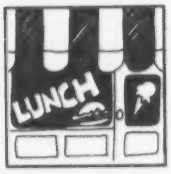
PAID $2.00	 PAID $2.00	PAID $2.00
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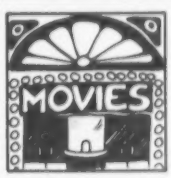
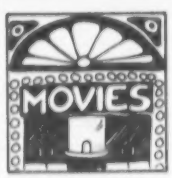
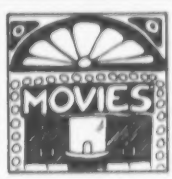
 PAID $5.00	 PAID $5.00	 PAID $5.00
SAVE SAVE	SAVE SAVE	SAVE SAVE

Lesson 9
VISITING A BUSINESS
(Study Trip)

OVERVIEW:

A study trip can enhance the learning value of this unit by providing students with an opportunity to observe a business. When planning the trip, try to select a business such as a bookstore; a shop engaged in graphic design, typesetting, printing, or binding; or possibly an advertising agency.

CONTENT FOCUS:

Businesses represent a very important part of any community. They provide jobs, pay taxes, buy a variety of materials from other businesses, and produce goods and services that people, other businesses, consumers, and government agencies want. Although businesses differ in size, quantity and value of goods and services produced, prices charged, methods of production, and in their customers, they all must answer the following basic questions:

1. WHAT goods and/or services should the business provide?
2. HOW should the business make the goods or provide the services? (That is, what resources should it use and what production methods should it adopt.)
3. HOW MANY of each good and/or service should be produced?
4. FOR WHOM should the goods and/or services be made?

Businesses that answer these questions correctly will be successful and earn a profit. Businesses that answer these questions incorrectly will be forced to close.

Generalizations:

1. Businesses organize by establishing administrative procedures and specializing to produce a product.
2. In order to produce a product people must make choices about how to use resources.
3. The jobs of the people who work in a business are interdependent, and the people must cooperate in order to produce the products.

Concepts:

business
choice
interdependence

SKILLS PRACTICED:

Observing and listening with a purpose; planning.

OBJECTIVES:

Given a study trip to a business and follow-up activities, the student will demonstrate an understanding of the three generalizations by:

1. Citing examples of people in a business making choices, cooperating, depending on one another, and following rules.
2. Drawing a picture of people working together in a business.

MATERIALS:

For the Teacher

- Resource 9–1, Sample Letter Confirming Visit to Business.
- Resource 9–2, "Questions for the Study Trip"

For Each Student

- Permission slip for study trip
- Group assignment from "Questions for the Study Trip"
- White 8½" × 11" construction paper
- Crayons

For Adult Volunteers

- Group assignment from "Questions for the Study Trip"

For the Business Contact

- Letter Confirming Class Visit
- "Questions for the Study Trip"

SUGGESTED PROCEDURE:

I. Advance Planning

1. OBTAIN permission for the trip from the school principal or other authorized school official.

2. CONTACT the business you wish to visit. Make your initial contact in person or by telephone, and follow up with a letter such as the one included at the end of this lesson. Since study trips must be planned in advance, the contact person at the business might forget some of the information required during the visit. Putting this information in written form should ensure that the necessary information will be available. Be sure to provide the business with the following information and to enclose a copy of Resource 9–2, "Questions for the Study Trip," in the letter:

   a. Date and time of arrival

   b. Purpose of the visit

   c. Description of your class

   d. Specific information that students are to learn

   e. Length of time of visit

3. VISIT the business in advance to become acquainted with the people and the work.

4. DECIDE whether you or someone from the business will be the guide. If a person from the business will serve as a guide, give that person a copy of the activity sheet.

5. ARRANGE for transportation.

6. PREPARE and SEND permission slips home with students.

7. ARRANGE for adults to accompany the students on the trip. BRIEF the adults regarding their duties on the trip. Plan on a ratio of one adult to eight children or fewer.

8. PLAN to return to school with enough time left to discuss what was learned on the trip.

9. CALL the business the morning of the study trip to remind them that this is the day of your visit.

II. Preparing Students for the Study Trip

1. EXPLAIN to the students that they will be taking a study trip to a business. They will:

   a. Discover the kinds of choices that workers make in the business

   b. Observe how people work together in a business

   c. Observe the interdependence of jobs

   d. Discover what rules the workers follow to help them work together

2. DISCUSS appropriate behavior for the study trip. Have students rehearse the appropriate behavior for the study trip, for example, take the class for a practice walk around the school.

3. GROUP students so that each adult is responsible for specific children. Assign each group specific questions to which they should find answers while they are on the trip (see Resource 9–2). Students and adults should take this sheet with them so that they can refer to it when needed.

III. The Study Trip

1. On the day of the trip REVIEW its purpose, the questions each group is to answer, and appropriate behavior. (If the departure time is too early to permit same-day review, do it the day before. If the journey is by bus, it may be practical to conduct the review during the ride.)

2. During the visit, EMPHASIZE what is important to learn by asking appropriate questions:

   a. What choices must the people in the business make while doing their jobs?

   b. How must the workers in the business (employees and owners) cooperate to do their jobs?

   c. What is the job that each person does?

   d. In what ways are the jobs interdependent?

   e. What rules must the workers follow to get their jobs done?

IV. Follow-up Activities

1. After returning from the business, INSTRUCT the groups to discuss the answers to the questions they asked while visiting the business. Invite the adults to stay and assist their groups.

2. ASK each group to report its answers and observations to the class.

3. ASK additional follow-up questions such as:

   a. What would happen if one worker didn't cooperate?

   b. What would happen if one of the workers was sick and was gone for a day?

   c. Could you see how the workers were able to help each other?

   d. What jobs that you saw done would you like to do and why?

4. To end the lesson, ASK students to draw a picture showing how people cooperate in a business. The pictures could be displayed on a bulletin board entitled "How People Cooperate in a Business."

5. HELP pupils write thank-you notes to the contact person at the business.

SAMPLE LETTER CONFIRMING VISIT TO BUSINESS

Dear _____
(Use specific name)

Thank you for agreeing to participate in an economic education unit entitled *The Community Publishing Company*, produced by the National Council on Economic Education. This letter confirms that we will be arriving at _____ on _____.

As we discussed earlier (*or* as I explained in my previous letter to you) the children at _____ School are forming a publishing business in their classroom. They are studying their community, writing reports about it, and then compiling these reports into a book. The book will be printed and then sold to people in our community.

You can be of great assistance in enhancing our young people's knowledge about economics and business. By visiting your business, the children will gain a first-hand experience of how your business operates. This information will help them as they plan and organize their classroom community publishing business. When the class visits, you might want to conduct their tour along the lines described below:

1. Begin by discussing answers to questions such as the following:

a. What goods and/or services does your business produce?

b. What resources does your business use in producing its goods and/or services?

c. How does your business decide how much to produce?

d. Who buys your goods and/or services?

e. Why did your business locate in this community? (What benefits do you provide to the community and how do you depend on the community?)

2. If possible, have the students tour your business in groups of five to ten while someone explains the various operations of the business. It may be best if the tour starts at the beginning of your business production process so that the children can observe the sequence of operation.

3. Alert key workers about the tour and let them know that the students have question sheets (copy attached) and will be asking questions of the workers.

4. At the end of the tour, plan for a question-answer session. If your business has samples, brochures, etc., that the children could take with them, we would very much like them to do so. Thank you.

Sincerely,

QUESTIONS FOR STUDY TRIP

DIRECTIONS: Fill in the blanks with the appropriate words according to the kind of business the class will be visiting. Reproduce the activity sheet and cut the copies apart along the broken lines. Shortly before the trip begins, give each adult and student a copy of the questions for their group. Go over the questions to be sure everyone understands them. The answers will be used in the follow-up discussion. The students may take notes to help them remember the answers for discussion when they return to the classroom.

NOTE: Questions for groups 5 and 6 are the most difficult.

QUESTIONS FOR STUDY TRIP

GROUP 1

1. What does this business do?

2. Who buys the good/service this business sells?

QUESTIONS FOR STUDY TRIP

GROUP 2

1. What does the manager do?

2. How does the manager help the other workers?

QUESTIONS FOR STUDY TRIP

GROUP 3

1. What does the _____ do?
(name of the worker's job)

2. How does this worker help the other workers?

QUESTIONS FOR STUDY TRIP

GROUP 4

1. How do the _____ and
(name of the worker's job)

_____ help each other?
(name of the worker's job)

2. Do you think the workers like their jobs? Why or why not?

QUESTIONS FOR STUDY TRIP

GROUP 5

1. Name three jobs in this business.

2. Why does each worker have a special job to do? Why doesn't everyone do all the jobs?

QUESTIONS FOR STUDY TRIP

GROUP 6

1. What choices must this business make?

2. What rules must the workers follow to do their jobs?

Lesson 10
THE PENCIL CHOICE
(Classroom Activity)

OVERVIEW:

In this lesson the students assume the role of consumers and choose among three pencils. They discuss wants, acceptable substitutes, and other factors that influence consumer decisions such as price, personal satisfaction, and knowledge of alternatives.

The students can make choices based on a discussion about the pencils or you may establish a classroom pencil store in which students may buy the pencils with Marketplace Money.

Student choice is complicated by the introduction of a desirable alternative—a small item such as a box of raisins, nuts, crackers, or stickers. The choice of pencil will determine how much money the students have remaining to spend on the alternative choice.

CONTENT FOCUS:

People who wish to consume a product must be not only willing but able to buy it. Price is useful to consumers because it helps them to compare values of alternatives and determine the opportunity cost of a purchase, which help lead to wise choice making.

Generalizations:

1. People's values, tastes, knowledge of alternatives, including prices of substitutes, and purchasing power determine the choices they make in the marketplace.

2. A decision to acquire the benefit of one action or thing is also a decision to give up the benefit of the next best alternative (opportunity cost).

Concepts:

choice
opportunity cost
price

SKILLS PRACTICED:

Addition; subtraction; decision making; interpreting charts.

OBJECTIVES:

1. Given an opportunity to make choices, students will analyze possible choices by deciding which product will provide them with the greatest satisfaction, and will act according to the results of the analysis.

2. Given a follow-up discussion on choice making, students will demonstrate understanding of the factors that affect choice making by answering the questions in the second part of the activity sheet.

MATERIALS:

For the Teacher

(All the items are optional.)

- An assortment of pencils to use in the Pencil Store Simulation.

NOTE: The maximum amount of each style of pencil is listed below. This amount is based on a class size of 25 students. All the pencils are not likely to be used, but you must allow for the chance that all students will choose the same pencil.

- Standard yellow—50 pencils at 50 cents each
- Any solid color other than yellow—25 pencils at 75 cents each
- Decorated—25 pencils at $1.00 each

- 50 identical inexpensive items (e.g., snack-size boxes of raisins or nuts or crackers, stickers, etc.) at 25 cents each
- Resource 10–1, Marketplace Quarters (Black-line master)
- Resource 10–2, "How To Be a Choosy Consumer" (Black-line master)

For Each Student

- Activity 10, "The Pencil Choice."
- 4 Marketplace Quarters

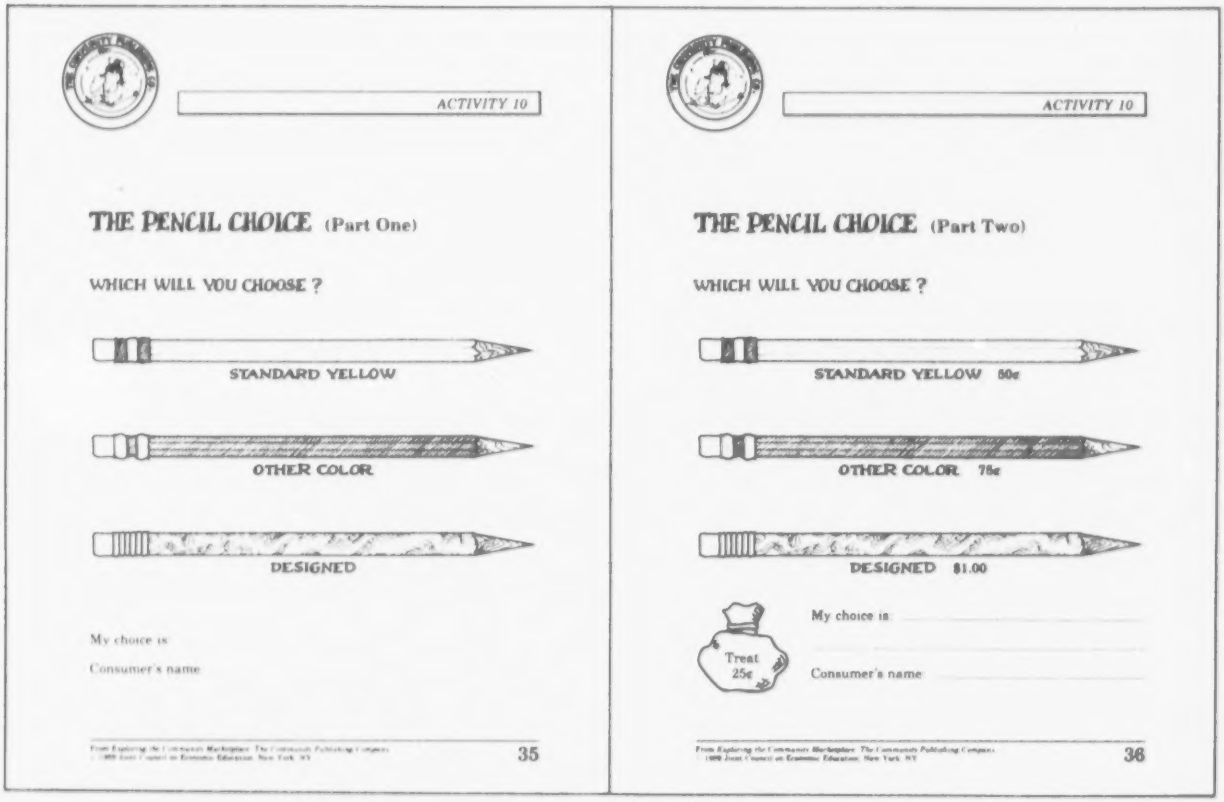
For Each Student's Family

- "How To Be a Choosy Consumer"

SUGGESTED PROCEDURE:

1. To introduce the lesson EXPLAIN to the students that they may need a pencil for their work in the Community Publishing Company. They will use the pencil for note taking during interviews and in writing their reports.

2. INSTRUCT students to complete Part One of "The Pencil Choice" (Activity 10) in their Activity Books.



ACTIVITY 10

THE PENCIL CHOICE (Part One)

WHICH WILL YOU CHOOSE ?

STANDARD YELLOW

OTHER COLOR

DESIGNED

My choice is

Consumer's name

35

ACTIVITY 10

THE PENCIL CHOICE (Part Two)

WHICH WILL YOU CHOOSE ?

STANDARD YELLOW 50¢

OTHER COLOR 75¢

DESIGNED $1.00

Treat 25¢

My choice is

Consumer's name

36

3. RECORD the students' choices on the chalkboard, using the following format; leave space on the chalkboard to add the information you will obtain in step 5:

	Total Number of Student Choices _____	
Yellow Pencil	**Pencil of Another Color**	**Decorated Pencil**
_____	_____	_____
_____	_____	_____

DISCUSS the results. "What was the reason for your choice?" *(Answers will vary, but it is likeliest that the decorated pencil will be the first choice, the colored pencil will be second, and the standard pencil will be last.)*

Students should understand that when given a choice between two or more satisfying products (the pencils), the consumer will usually choose the most satisfying one.

4. DIRECT students' attention to Part Two of "The Pencil Choice" (Activity 10). Explain that students now have additional information about the pencils and the opportunity to make another choice. ASK:

a. "What is the price of a yellow-colored pencil?" *(50 cents.)*

b. "What is the price of a pencil in a color other than yellow?" *(75 cents.)*

c. "What is the price of a decorated pencil?" *($1.00.)*

d. "What is the price of the special item?" *(25 cents.)*

5. GIVE each student four quarters (i.e., four 25-cent pieces) in Marketplace Money to spend. TELL them that they must each buy at least one pencil. What are the options? The options are:

a. Buy one decorated pencil for $1.00

b. Buy two 50-cent pencils for $1.00

c. Buy one 75-cent pencil and one treat

d. Buy one 50-cent pencil and two treats

NOTE: You may wish to set up a pencil store in the classroom. Display the three pencil choices and the special item.

If you use actual pencils in the store, the students should buy their pencils and special items at the store. You should act as storekeeper. After the students make their choices at the store, they should return to their desks and record their choices in Part Two of the activity sheet.

6. RECORD the choices on the chalkboard as you did for Part One (see table below).

	Yellow Pencil	Pencil of Another Color	Decorated Pencil	Special Item
Part 1	_____	_____	_____	_____
Part 2	_____	_____	_____	_____

7. DISCUSS the results.

a. Have the totals changed? *(Answers will vary but it is expected that demand for the decorated pencil will have decreased.)*

b. Why did you make a different choice? *(Answers will vary. The factors students may mention: effect of putting prices on the pencils; effect of introducing the special treat item.)*

c. Why did you want the decorated pencil when the standard pencil would do the job just as well? *(We often want a more expensive item for various reasons when a less expensive item would also be satisfactory. There are substitutes for almost every consumer want. Sometimes people want an item such as a decorated pencil because it makes them feel better or more satisfied. This is an example of consumer choice, but once a choice is made, one has given up the chance to spend that money for something else.)*

d. If you had had more money, would your choice have been different? *(Answers will vary, but it is expected that most students would answer yes. They would probably buy the decorated pencil and the special item.)* The more money people have, the more choices and the more different choices they can make in the marketplace.

8. EXPLAIN that the class will soon be making decisions about its community book. As workers in the publishing company, they will have to decide about many things such as:

a. What resources they will need to produce the book

b. Where they will get the money to buy these resources

c. What they think people would be willing to pay for a copy of the book

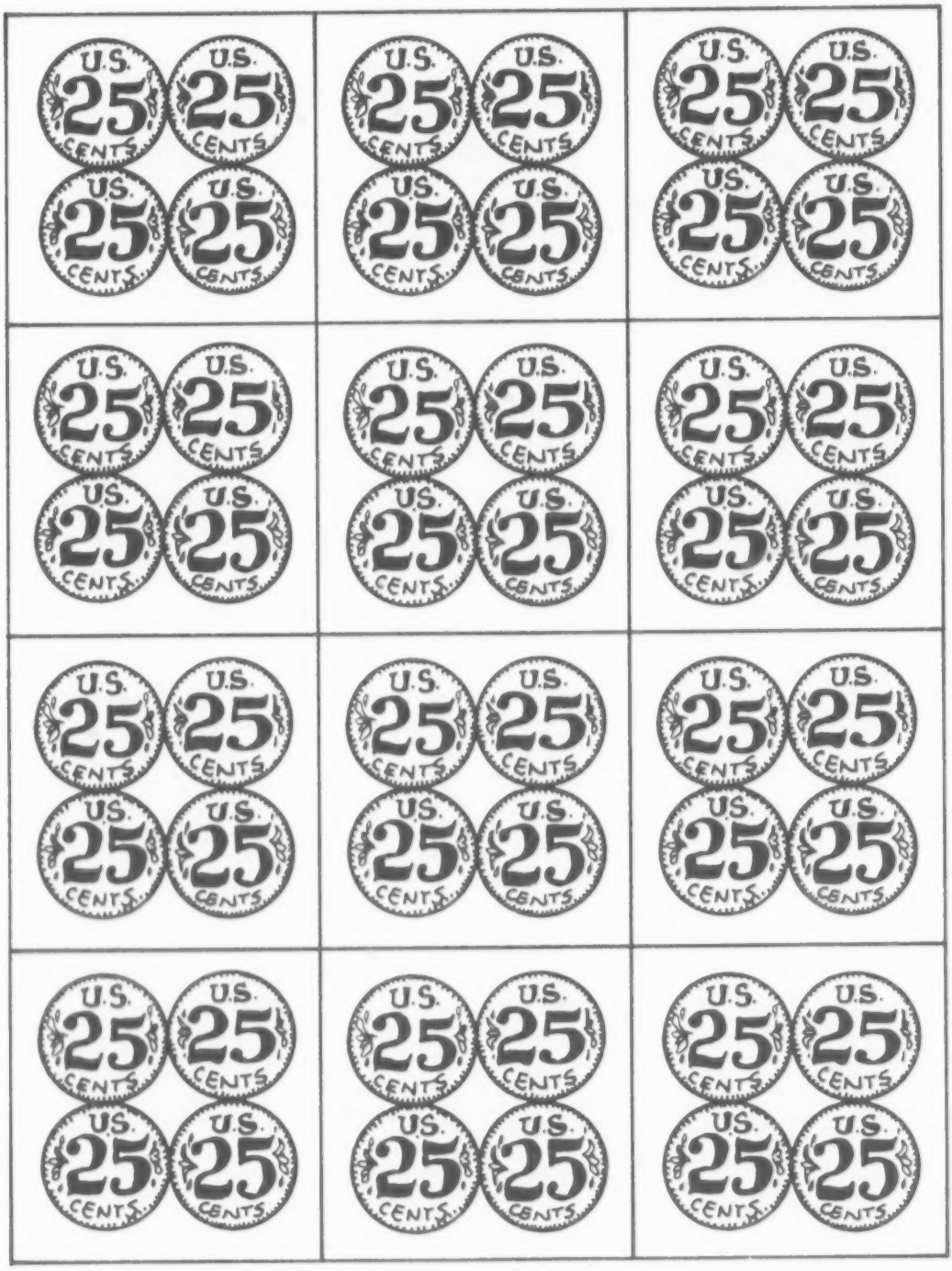
d. How many copies they must sell to pay them back for the resources they will need to compile and print the book

The answers involve important decisions about business and about choices. Ask the class to begin thinking about these choices and possible alternative or substitute decisions. These questions will be addressed later in the unit in greater detail.

9. INSTRUCT students to answer the questions at the bottom of Part Two of the activity sheet.

10. DISTRIBUTE the family activity material entitled "How To Be a Choosy Consumer" to each student. Assign the students the task of taking this material home and reviewing it with an adult family member. REMIND students that this is a homework assignment and must be completed by the time designated by you. When returned, go over the activity sheets with the class before collecting them. Be sure to stress the fact that many brands of toothpaste are available and prices vary. This fact should influence consumer choice.

MARKETPLACE QUARTERS



HOW TO BE A CHOOSY CONSUMER (FAMILY ACTIVITY)

INTRODUCTION:

The Choosy Consumer activity is designed to encourage family participation in an economic education unit your child is studying at school entitled *The Community Publishing Company*, published by the National Council on Economic Education.

PURPOSE:

This activity will help reinforce the following economic ideas presented at school:

1. People cannot buy everything they want, so they must make careful choices.
2. Once money has been spent, it cannot be spent for something else.
3. Almost all items have substitutes or alternatives.
4. Businesses provide a variety of goods and services at different prices and qualities.

DIRECTIONS:

To the Family

You and your child should take the accompanying activity sheet to a local grocery store to gather the necessary information. Your child should then choose a toothpaste he or she considers to be the best buy. The child should do so by answering several questions on the activity sheet about toothpaste brands.

To the Student

You are a *consumer*. Consumers are people who are willing and able to buy goods and services in the marketplace. It is your job to make a wise consumer choice. Read the activity sheet carefully. Complete the information requested.

THE CHOOSY CONSUMER STORY (FAMILY ACTIVITY)

Student's Name _____ Date _____

Your family needs toothpaste and has asked you to go to the grocery store to buy some. When you get to the store, you notice several brands of toothpaste. Which one should you buy? To help you make a wise choice, answer the following questions.

1. What does toothpaste do for you? _____

_____

2. List four brands of toothpastes and their prices. You should pick toothpaste packages that are the same in size and weight.

Name of Toothpaste	Price

3. Will all the toothpaste brands do the same thing for you? _____

4. Which is the highest-priced toothpaste? _____

5. Which is the lowest-priced toothpaste? _____

6. How much money would you save by buying the lowest-priced toothpaste instead of the highest-priced toothpaste? Follow the steps below to solve the subtraction problem and find the answer.

Highest-priced toothpaste ..... $ _____

Lowest-priced toothpaste ..... less $ _____

Difference in price ..... equals $ _____

7. List some things you could buy with the money you would save by buying the lowest-priced toothpaste. _____

_____

8. Which toothpaste brand would you choose? _____

Why? _____

Lesson 11
THE BADGE FACTORY
(Simulation)

OVERVIEW:

The students participate in a production-line simulation. They produce a badge that will be given to the people they interview and to those who buy their books. The students discover the need for specialization during production and learn how people depend on one another.

CONTENT FOCUS:

Businesses produce goods and services they believe people will buy. A primary decision every entrepreneur must make is how to organize production. To make this decision requires knowledge about the resources that are available, their special characteristics, and the precise final good or service desired.

Different production techniques and combinations of resources can often be used to make the same product. Realizing this fact, business people attempt to find which are the most efficient to use. When the best production technique and combination of resources are found, no available alternatives (given the resources that are supplied, the market, and the level of knowledge at that moment) will raise the level of output. Obviously, available resources and knowledge are continually changing. Consequently, production decisions are continually being evaluated and changed.

Generalizations:

1. In order to produce a product people must make choices about how to use resources.
2. The jobs of the people who work in a business are interdependent, and the people must cooperate in order to produce the products.
3. Businesses organize by establishing administrative procedures and specializing to produce a product.

Concepts:

producer
specialization

SKILLS PRACTICED:

Working with others; decision making.

OBJECTIVES:

After discussion of Round 1, the students will demonstrate their understanding of the generalizations listed for this lesson by:

1. Improving the production of the badges during Round 2.
2. Explaining how they cooperated, followed rules, and depended on one another in producing the badges.

MATERIALS:

For the Simulation

- 15 scissors
- 6 containers of glue

- 120 badge sheets (Resource 11–1, Black-line master)
- 120 tab sheets (Resource 11–2, Black-line master)
- 15 crayons
- Resource 11–3, Sample of the Community Helper Badge (Transparency)

SUGGESTED PROCEDURE:

1. EXPLAIN to students that they will be workers in a badge factory. Project the transparency (Resource 11–3) or show a completed badge. Explain to them that they will each have a very special job to do. If they cooperate and do their jobs well, they will produce many badges. The badges will be given to the people the students interview for their reports and to those who buy the book the class will publish.

2. DIVIDE the class into three groups.
GIVE to each group an equal amount of supplies. For Round 1:

5 scissors	5 crayons
20 badge sheets	2 containers of glue
20 tab sheets	

EXPLAIN to the class that each group must decide how to arrange the supplies and how to produce the badges.

3. INSTRUCT the students to move to their work areas. DISTRIBUTE supplies. Have students begin their work.

4. Students work on the production of the badges.
NOTE: Be prepared for comments such as:
"I want this job!"
"_____ won't share."
"_____ is not working."

Some groups may work well together and others may not. Some groups will have divided the jobs and assigned names to each, such as "cutter," "gluer," etc. In other groups, each member will work alone to make the entire badge. Discuss these situations in the review.

It may happen that a group will produce few badges because the members continue to argue about jobs. If, after a period of time, a group is unable to organize itself, offer suggestions to help members get organized.

5. STOP the simulation after approximately 15 minutes. ASK each group to count the number of completed badges. RECORD each group's total on the chalkboard. SHARE your observations of how well workers cooperated with each other in the groups. Also TELL the class about the difficulties some groups were experiencing. Then, DISCUSS the following questions with the class:

a. How many badges did your group produce?

b. Why did your group produce more (or less) than other groups did?

c. What choices did you have to make in order to produce the badges?

d. What proved helpful in producing badges?

e. What caused problems in producing badges? Why? (Do all the badges look alike?)

f. What have you learned about working together?

g. Did the members of any groups do only one part of the job, i.e., did they "specialize"?

6. INSTRUCT the groups to discuss how they might improve production in the next round.

7. REINFORCE what students have learned by emphasizing the need to specialize and to work together in the production process.

8. BEGIN Round 2. DISTRIBUTE to each group:

20 badge sheets
20 tab sheets

Allow students to work approximately 15 minutes on production. Specialization of jobs should increase, and cooperation should improve. Note examples of improvement for discussion. STOP the simulation and have the students count the number of completed badges.

9. RECORD the number of badges for each group on the chalkboard. Note the changes in production of each group from Round 1 to Round 2. DISCUSS the changes and why these increases and decreases in production occurred.

10. INSTRUCT students to write answers to the following questions on a sheet of paper:

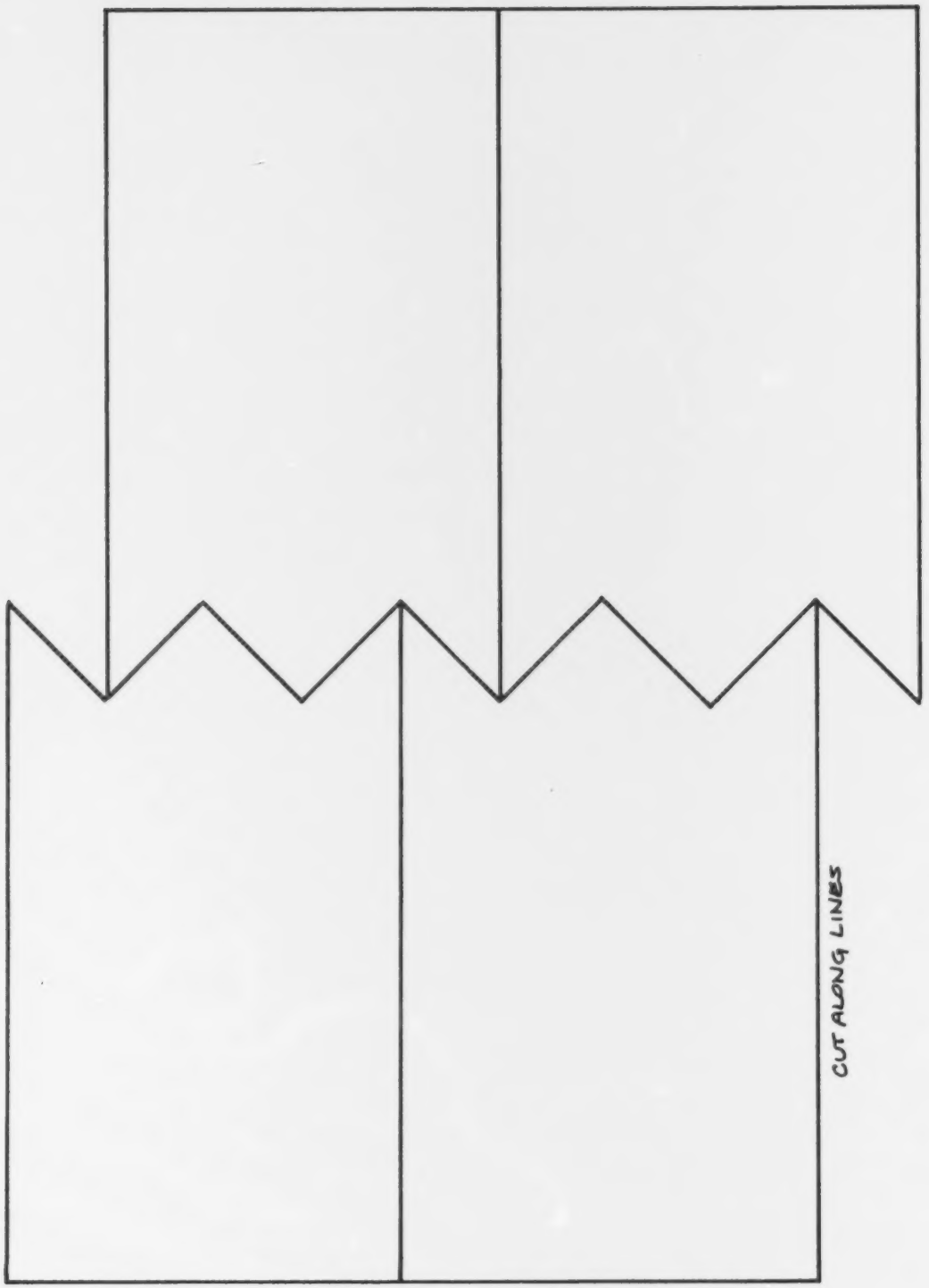
a. Why is it important to cooperate to get a job done?

b. What decision or decisions did the groups have to make in order to produce the badges?

11. EXPLAIN to the class they will have an opportunity to use their new ideas again later in the unit when they assemble their books. Give each student a badge. SAVE the remainder of the badges to give to the people the class interviews and to those who buy the class book.

Community Helper Badges

Community Helper Badges



SAMPLE OF THE COMMUNITY HELPER BADGE

Lesson 12
INTERVIEWING PEOPLE IN THE COMMUNITY
(Research)

OVERVIEW:

Students learn how to conduct an interview to collect information about people and places in their community. Students practice their interviewing skills by interviewing each other, with the students taking turns playing the roles of community worker and of interviewer. It is assumed that students know how to take notes. At the conclusion of the lesson, students make Community Researcher Buttons to be worn during their community interviews.

CONTENT FOCUS:

Communities contain people with a variety of skills and interests as well as numerous businesses that produce goods and services. Active community members perform many roles. They are consumers when they buy goods and services for themselves, their families, or businesses, and they are suppliers when they sell their labor or the goods and services businesses produce. People who create a business are called entrepreneurs. People who stay informed about local government activities and vote are good citizens.

In addition to performing many economic roles, all community members are dependent on each other for their well-being. This interdependency provides opportunities as well as responsibilities for workers and entrepreneurs.

Generalizations:

1. In a community, people play interdependent roles as producers, consumers, and citizens.
2. People in communities are interdependent.

Concepts:

community	marketplace
goods	services

SKILLS PRACTICED:

Doing research; conducting an interview; note taking; listening with a purpose.

OBJECTIVE:

Given a discussion about the skills of researching and interviewing as well as practice in role-playing, students will apply their research skills by conducting an interview and obtaining information to be used in a report.

MATERIALS:

For the Teacher

- Resource 12–1, "How to Conduct an Interview" (Transparency)
- Resource 12–2, "Community Interview Record" (Transparency)
- Resource 12–3, Sample Family Information Letter
- Resource 12–4, Sample Community Interview Information Letter

- Resource 12–5, "Community Researcher Buttons" (Black-line master)
- Optional: Tape recorders

For Each Student

- Activity 11, "Practice Community Interview Record"
- Activity 12, "Community Interview Record"
- Community Researcher Button

For Each Student's Family

- Letter explaining the community interview to the parents

For Each Person To Be Interviewed

- Letter explaining the prospective interview

SUGGESTED PROCEDURE:

1. INTRODUCE the lesson by having the class review the role of a researcher. Write the children's ideas on the chalkboard. SUMMARIZE the ideas by defining the term "researcher" as a person who learns about something by carefully collecting information about it.

2. EXPLAIN to the class that they are going to be researchers in order to learn more about their community. One method by which to learn more about the community is to interview people who live and work there. ASK: "Who in our community could we interview?" Possible answers: parents, grandparents, teachers, older brothers, sisters, business people, mail carriers, baby-sitters, etc.

3. ASK: "What do you hope to learn by interviewing people who live and work in our community?" LIST students' responses on the chalkboard, such as:

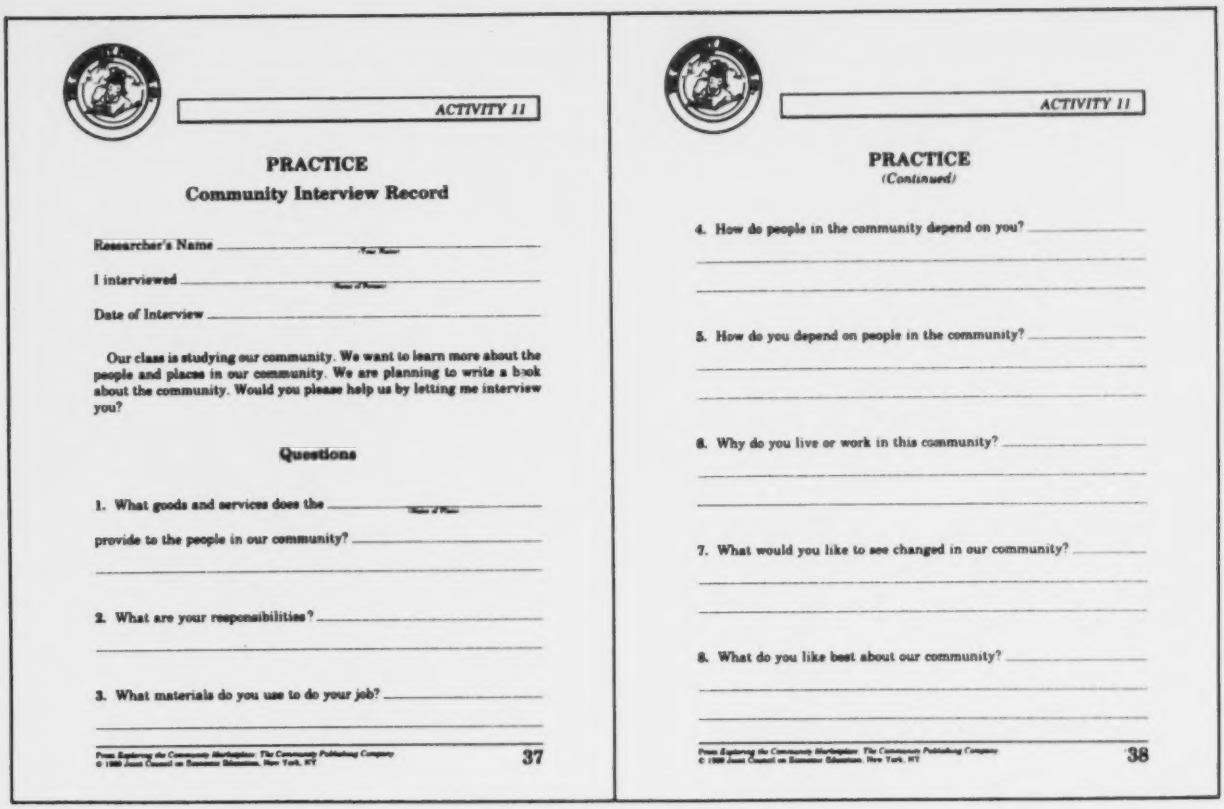
We will learn:

- What goods and services businesses and workers produce for the people in our community
- What jobs are performed in our community
- How people use resources in our community
- Whether or not people like our community
- How people depend on one another in our community

4. EXPLAIN that each student will interview one community person and that today the class will be practicing how to conduct an interview. PROJECT transparency "How to Conduct an Interview" (Resource 12–1), and DISCUSS the procedures listed there (you can write the list on the chalkboard if you prefer).

5. INSTRUCT students to locate Activity 11, the Practice Community Interview Record activity sheet in their Activity Books. READ it with the class.

6. PROJECT a transparency of the Community Interview Record activity sheet (Resource 12–2). ILLUSTRATE the interviewing process by selecting a student to role-play a community person such as a fire fighter and interviewing that student. As you do so, you should record your observations on the transparency. INSTRUCT the class to carefully observe the role-play because they will be asked to remember how to conduct an interview and to role-play an interview with a classmate.



ACTIVITY 11

PRACTICE

Community Interview Record

Researcher's Name _____ (Your Name)

I interviewed _____ (Name of Person)

Date of Interview _____

Our class is studying our community. We want to learn more about the people and places in our community. We are planning to write a book about the community. Would you please help us by letting me interview you?

Questions

1. What goods and services does the _____ (Name of Place) provide to the people in our community? _____

2. What are your responsibilities? _____

3. What materials do you use to do your job? _____

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ACTIVITY 11

PRACTICE

(Continued)

4. How do people in the community depend on you? _____

5. How do you depend on people in the community? _____

6. Why do you live or work in this community? _____

7. What would you like to see changed in our community? _____

8. What do you like best about our community? _____

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7. INSTRUCT students to organize in pairs and role-play interviewing. One member plays the role of a community person, and the other member conducts the interview. Note whether the players follow the correct procedure and are courteous, and share your observations with the class. You may wish to encourage students to offer their own comments and observations as well. Suggest community persons the students might interview (cashier, letter carrier, doctor, dentist, teacher, principal, business owner, hairdresser, construction worker, etc.).

8. Optional: You may want students to practice interviewing each other by using a tape recorder and then playing back the tape to evaluate the interview.

9. GIVE a Community Researcher Button to each student. INSTRUCT the students to wear the button when they conduct their community interviews.

10. At the end of the day, each pupil takes the following items home:

a. Parent/Guardian Letter

b. Community Interview sheet

c. Community Interview Information Letter to give to the person to be interviewed

d. Community Researcher Button

e. Badge (saved from Lesson 11) for person interviewed

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NOTE: The interview form must be completed and returned before the next lesson. You and your students must decide on the length of time necessary to complete the interviews. One week would probably be satisfactory. The students will need their completed interview forms and their completed Community Notebooks (begun earlier in the unit) before you begin the next lesson. We recommend that you proceed to Part III of the unit and begin teaching those lessons while waiting for students to complete the interviews and Community Notebook.

HOW TO CONDUCT AN INTERVIEW

1. Introduce yourself.
2. State the reason for the interview.
3. Give the person a Community Interview Information Letter.
4. Ask each question.
5. Listen carefully.
6. Write each answer.
7. Thank the person.
8. Give the person a Community Helper Badge.

COMMUNITY INTERVIEW RECORD

Researcher's Name _____

I interviewed _____
(NAME OF PERSON)

Date of Interview _____

Our class is studying our community. We want to learn more about the people and places in our community. We are planning to write a book about the community. Would you please help us by letting me interview you?

Questions

1. What goods and services does the _____
(NAME OF PLACE)
provide to the people in our community? _____

2. What are your responsibilities? _____

_____

3. What materials do you use to do your job? _____

_____

4. How do people in the community depend on you? _____

_____

5. How do you depend on people in the community? _____

_____

6. Why do you live or work in this community? _____

_____

7. What would you like to see changed in our community? _____

_____

8. What do you like best about our community? _____

_____

SAMPLE FAMILY INFORMATION LETTER

Dear Parent or Guardian:

Your child has been learning about the community as part of an economic education unit called *The Community Publishing Company*. An important part of this unit is to develop skills in obtaining information by talking with people who live in the community. You can be of great assistance to your child by helping to arrange an interview with someone who works or lives in your community.

Your child has discussed and practiced the interviewing process at school and should find the task exciting. A possible person to interview might be a letter carrier, police officer, store clerk, fire fighter, neighbor, senior citizen, government worker, or teacher.

The following procedure is suggested:

1. With your child, decide on a person to interview.
2. Contact the person in advance and ask permission to do the interview.
3. Agree on a time for the interview.

It would be helpful for your child to practice the interview at home. Perhaps someone at home could pretend to be the person to be interviewed and your child could have a practice session before the real interview takes place.

In class, the children discussed the following procedures for the interview:

1. Introduce yourself.
2. State the reason for the interview.
3. Give the person a Community Interview Information Letter.
4. Ask each question.
5. Listen carefully.
6. Write each answer.
7. Thank the person.
8. Give the person a Community Helper Badge.

Your child should take the following items to the interview; they were sent home with this letter.

1. A Community Researcher Button
2. A Community Helper Badge to give to the person interviewed
3. The Community Interview Form
4. The Community Interview Information Letter

Please contact the school if you have any questions. Thank you for your help and support.

Sincerely,

_____, Teacher

SAMPLE COMMUNITY INTERVIEW INFORMATION LETTER

Dear Community Member:

Congratulations! You have been selected to participate in an economic education unit entitled *Exploring the Community Marketplace: The Community Publishing Company.*

The student who gives you this letter has chosen to interview you for the purpose of learning more about the community. The student will write a report with the information you provide. All the children in the class will compile the reports and publish them in the form of a book about our community. This book will be available for sale within a few weeks.

Your assistance in the interview will be greatly appreciated. The student needs information about the following:

1. The goods and services you produce (that is, what you work on that is finally sold to or paid for by others)
2. Your job responsibilities
3. The materials you use to do your job
4. The reasons why you live or work in this community
5. How you depend on other people in the community
6. How people in the community depend on you
7. What you would like to see changed in the community
8. What you like best about this community

The student will ask you about the above matters and record your answers on an interview form. Your time, patience, and help would be greatly appreciated.

This type of cooperation between the schools and people in the community will help our children understand more about the community and how it makes its living, and thus aid them in learning to be good citizens.

Thank you,

_____, Teacher

Community Researcher Buttons

Lesson 13
RESULTS OF THE COMMUNITY INTERVIEWS
(Discussion)

OVERVIEW:

Students review their Community Notebooks and interview forms to help them form generalizations about their community.

CONTENT FOCUS:

Communities contain people with a variety of skills and interests as well as numerous businesses, which produce goods and services. Active community members assume many roles within a community. They are consumers when they buy goods and services for themselves, their families, or businesses, and they are suppliers when they sell their labor or sell goods and services. People who create a business are called entrepreneurs. People who stay informed about local government activities and vote are good citizens.

In addition to performing many economic roles, all community members are dependent on each other for their well-being. This interdependency provides opportunities as well as responsibilities for workers and entrepreneurs.

Generalizations:

1. People in communities are interdependent.
2. In a marketplace, consumers and producers exchange (buy and sell) goods and services.
3. People use community resources to satisfy their wants.
4. People's values, tastes, knowledge of alternatives, including prices of substitutes, and purchasing power determine the choices they make in the marketplace.

Concepts:

community marketplace production
goods services

SKILLS PRACTICED:

Analyzing information; explaining information; evaluating information; working in a group.

OBJECTIVES:

Following a discussion about the community, students will:

1. Analyze how their community functions by completing Activity 13, "Learning About Our Community."
2. Explain how their community is interrelated by describing on the activity sheet how people in the community cooperate.
3. Evaluate what they like best about the community by thinking about the matter and then writing the answers on the activity sheet.

MATERIALS:

For Each Group

- One large sheet of white paper
- Felt-tip marker

For Each Student

- "Community Interview" form (Activity 12, Lesson 12) returned to school
- Community Notebook (Activity 8, Lessons 5 and 7)
- Activity 13, "Learning About Our Community"

SUGGESTED PROCEDURE:

1. WRITE on the chalkboard: "What have we learned about the people and places in our community?" ASK students to think of things they have learned about their community. TELL them to hold up one finger when they have thought of one thing, two fingers when they have thought of two things, and three fingers when they have thought of three things.

2. ALLOW students time to think and read over the Community Interview form and their Community Notebooks. Then ASK students to share some of their ideas. WRITE these ideas on the chalkboard. EXPLAIN to students that they have been doing research about their community and have collected information. They will share that information in today's lesson.

3. EXPLAIN to students that they are going to work in groups and write a list of what they have learned about the community. DIVIDE the class into groups and give each group a large sheet of paper and a felt-tip marker. The lists they write should include answers to the following questions:

   a. What businesses are there in your community?
   b. What goods and services can you buy in your community?
   c. Whom does your family depend on in your community?

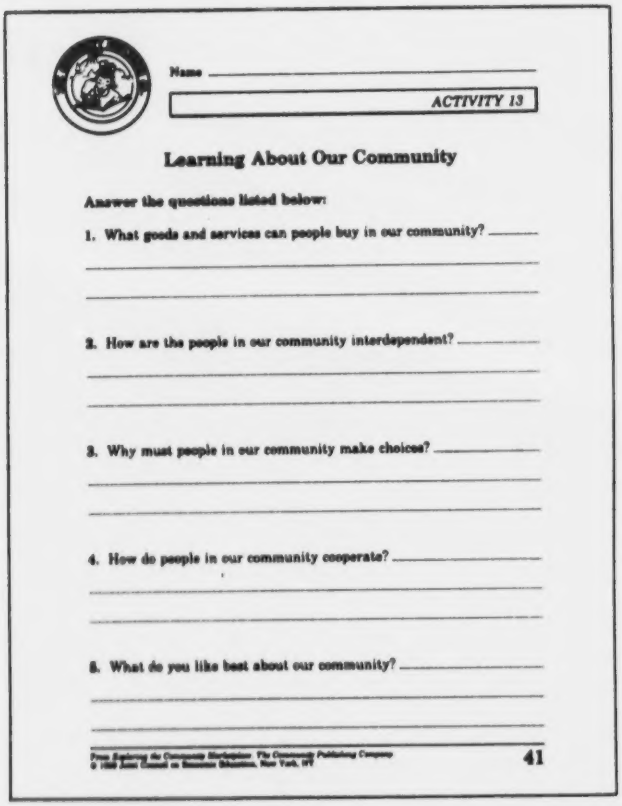
4. Once students have completed their lists, DISPLAY the lists.

5. CONDUCT a discussion about the lists, helping students generalize about their community.
   Questions for discussion:

   a. What is a community? *(A place where . . . .)*
   b. How are people in our community interdependent?
   c. How does the marketplace help our community?
   d. What kinds of choices must community members make?
   e. Why must people in our community make choices?
   f. How do businesses help the community?
   g. How do people in our community cooperate?
   h. How do rules help our community?
   i. How do people organize to help them work together?
   j. What do you like best about our community?

6. DIRECT students' attention to Activity 13, "Learning About Our Community" in their Activity Books. INSTRUCT students to complete the activity sheet. (Students may want to work with a partner to complete the activity sheet.)

NOTE: Students will need their Community Notebooks and interview forms for the next lesson.



Name _____

ACTIVITY 13

Learning About Our Community

Answer the questions listed below:

1. What goods and services can people buy in our community? _____

2. How are the people in our community interdependent? _____

3. Why must people in our community make choices? _____

4. How do people in our community cooperate? _____

5. What do you like best about our community? _____

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II

OUR COMMUNITY

WRITE REPORT ABOUT THE COMMUNITY

Lesson 14
FINDING THE MAIN IDEAS
(Report Writing)

OVERVIEW:

Students select and organize the main ideas for their reports by analyzing their interviews and their Community Notebooks.

SKILLS PRACTICED:

Selecting main ideas; finding the ideas that relate to a topic; sequencing ideas; analyzing information.

OBJECTIVES:

1. Given a discussion about organizing a report, students will demonstrate the ability to:

   a. Select main ideas by underlining the main ideas in their "Community Interview" forms;

   b. Put the main ideas in a logical order.

2. Given a review of the Community Notebooks, students will analyze the information in the notebooks by selecting the main ideas that relate to the topic of their report.

MATERIALS:

For the Teacher

- Resource 14–1, "Sample Community Interview Record" (Transparency)

For Each Student

- Activity 14, Sample Community Interview Record
- Student's completed "Community Notebook"
- Student's completed "Community Interview Record"
- Optional: Activity 15, "Finding Main Ideas That Support the Topic"
- Activity 16, "Writing Main Ideas To Support the Topic."

SUGGESTED PROCEDURE:

1. ASK students if they remember why they are writing reports. *(To produce a book about our community.)*

2. DEFINE "report." *(A report presents information or facts about a topic.)*

3. EXPLAIN to students that there are six steps in writing a report based on an interview. As you state each step, WRITE it on the chalkboard.

   a. Decide on the topic for your report.

   b. Make a list of questions about your topic.

c. Find the main ideas in the interviews.

d. Put the main ideas in logical order.

e. Write the report.

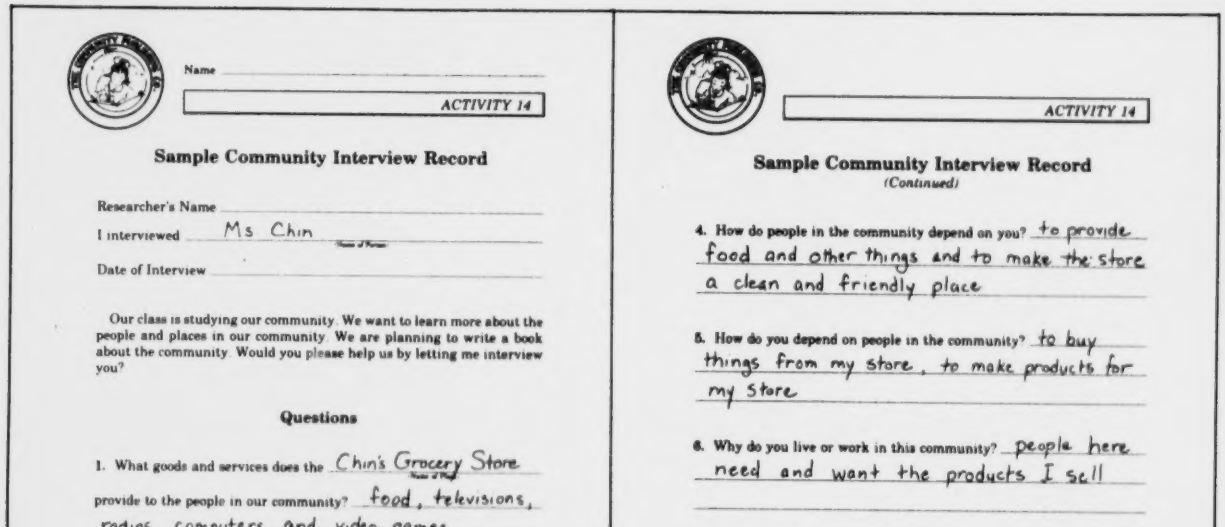
f. Edit the report.

4. EXPLAIN to students that they have already completed steps one and two. ERASE steps one and two. (The topic of the report was determined when the student selected a person from the community to interview. The Community Interview form contains the list of questions.)

5. EXPLAIN to students that today they will learn about steps three and four. ERASE steps five and six.

6. ASK students if they can define "main idea." HELP them to arrive at a definition such as "the most important thought."

7. DIRECT students' attention to Activity 14 in the Activity Book. PROJECT the transparency of the sample of a completed Community Interview Record. ASK the students to find the main idea in question 1 of the interview form. Allow time for the students to find the main idea(s) of each question on their activity sheets and to underline the words that are most important. The table on the following page lists the main ideas. TELL students to focus on the questions as well as the answers to help them determine the main ideas.



Name _____

ACTIVITY 14

Sample Community Interview Record

Researcher's Name _____

I interviewed Ms Chin
(Name of Person)

Date of Interview _____

Our class is studying our community. We want to learn more about the people and places in our community. We are planning to write a book about the community. Would you please help us by letting me interview you?

Questions

1. What goods and services does the Chin's Grocery Store (Name of Place) provide to the people in our community? food, televisions, radios, computers and video games

2. What are your responsibilities? decide what products people want, buy products, sell products

3. What materials do you use to do your job? cash register, shelves, cleaning supplies, grocery bags

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ACTIVITY 14

Sample Community Interview Record
(Continued)

4. How do people in the community depend on you? to provide food and other things and to make the store a clean and friendly place

5. How do you depend on people in the community? to buy things from my store, to make products for my store

6. Why do you live or work in this community? people here need and want the products I sell

7. What would you like to see changed in our community? the roads repaired

8. What do you like best about our community? the friendly people, many stores, good schools

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MAIN IDEAS USED IN THE COMMUNITY INTERVIEW RECORD

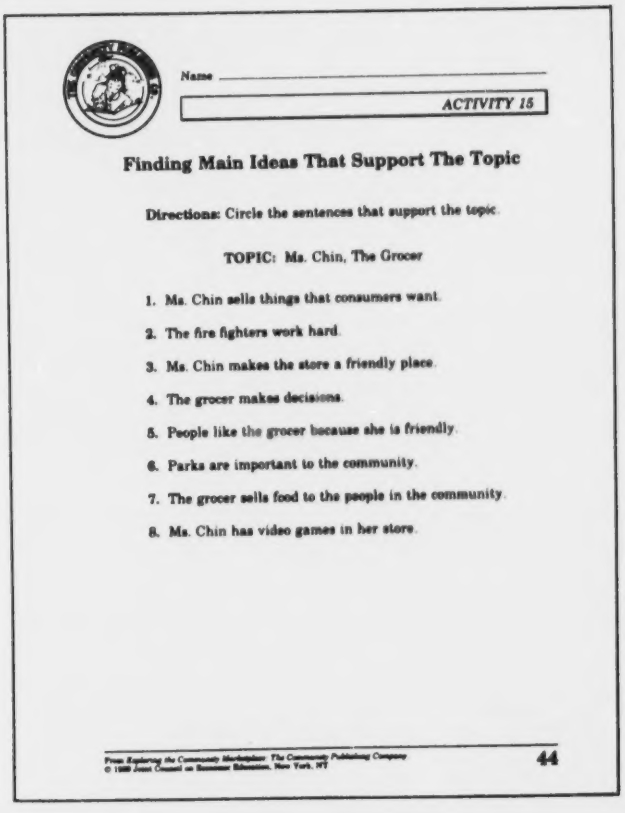
Words about main idea that should be underlined:

1. goods and services
2. responsibilities
3. materials
4. people depend on you
5. you depend on people
6. live or work
7. changed
8. liked best

8. REPEAT this process for questions 2 through 5 if students need additional guided practice in identifying the main ideas.

9. DISTRIBUTE students' completed interview forms and ASK students to underline the main ideas on their interview forms just as they did on the sample interview.

10. Optional: Have students complete Activity 15, "Finding Main Ideas That Support the Topic" if they need additional practice. (Sentences 1, 3, 4, 5, and 7 support the topic. Sentences 2, 6, and 8 do not support the topic.)



Name _____

ACTIVITY 15

Finding Main Ideas That Support The Topic

Directions: Circle the sentences that support the topic.

TOPIC: Ms. Chin, The Grocer

1. Ms. Chin sells things that consumers want.
2. The fire fighters work hard.
3. Ms. Chin makes the store a friendly place.
4. The grocer makes decisions.
5. People like the grocer because she is friendly.
6. Parks are important to the community.
7. The grocer sells food to the people in the community.
8. Ms. Chin has video games in her store.

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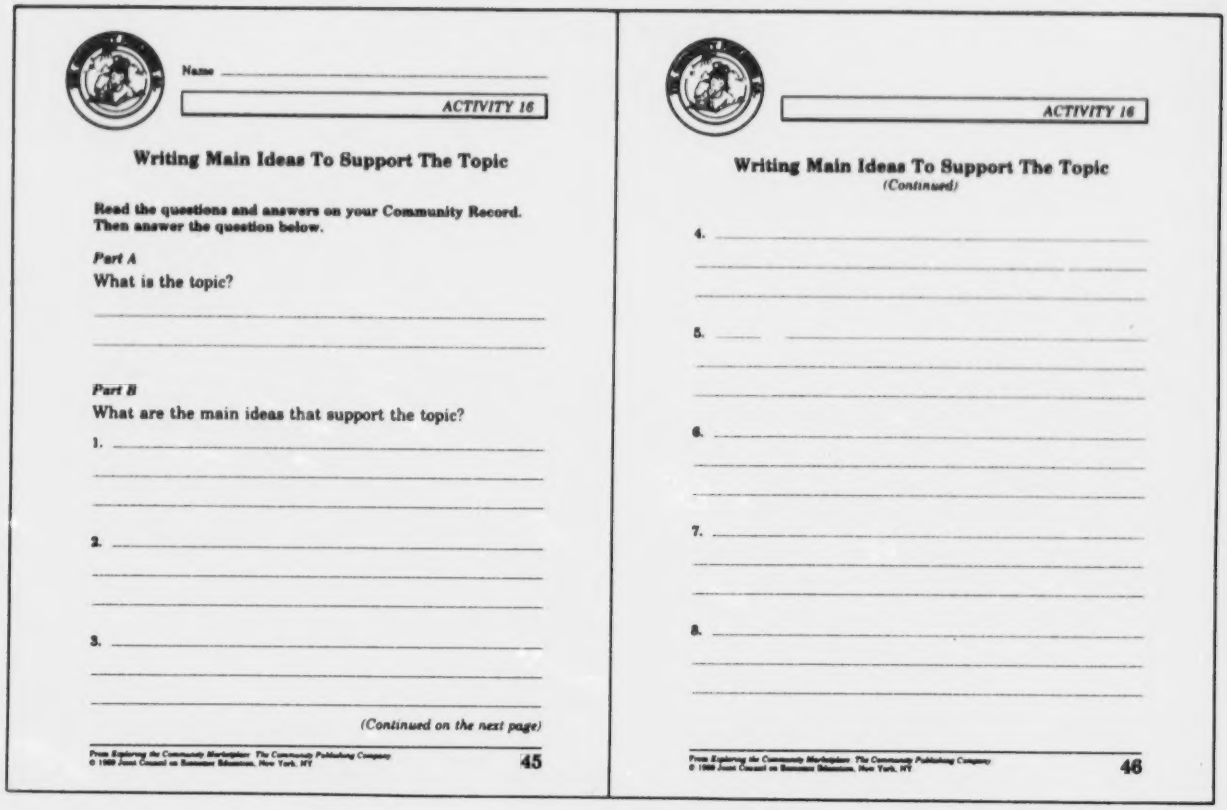

Name _____

ACTIVITY 16

Writing Main Ideas To Support The Topic

Read the questions and answers on your Community Record. Then answer the question below.

Part A

What is the topic?

_____

_____

Part B

What are the main ideas that support the topic?

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

(Continued on the next page)

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ACTIVITY 16

Writing Main Ideas To Support The Topic
(Continued)

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

7. _____

_____

_____

8. _____

_____

_____

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11. ASK students to complete Activity 16 by listing the main ideas about their topic in a logical order.

12. DIRECT students to refer to their Community Notebooks to see if information is there that could be added to their reports. REMIND them that this information must be about the topic of their reports.

NOTE: This is an exercise in analysis, and you must monitor the activity carefully. You should check students' lists to be sure the children have added those ideas that are appropriate for their reports.

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Sample Community Interview Record

Researcher's Name _____

I interviewed Ms. Chin
(Name of Person)

Date of Interview _____

Our class is studying our community. We want to learn more about the people and places in our community. We are planning to write a book about the community. Would you please help us by letting me interview you?

Questions

1. What goods and services does the Chin's Grocery Store
(Name of Place)
provide to the people in our community? food, televisions, radios, computers and video games

2. What are your responsibilities? decide what products people want, buy products, sell products

3. What materials do you use to do your job? cash register, shelves, cleaning supplies, grocery bags

Sample Community Interview Record

(Continued)

4. How do people in the community depend on you? to provide food and other things and to make the store a clean and friendly place

5. How do you depend on people in the community? to buy things from my store, to make products for my store

6. Why do you live or work in this community? people here need and want the products I sell

7. What would you like to see changed in our community? the roads repaired

8. What do you like best about our community? the friendly people, many stores, good schools

Lesson 15
BEGINNING SENTENCES AND DESCRIPTIVE WORDS
(Report Writing)

OVERVIEW:

Students focus on writing beginning sentences for their reports and selecting descriptive words.

NOTE: It is assumed that students can write complete sentences and have had prior experience with descriptive words before beginning this lesson.

SKILLS PRACTICED:

Writing beginning sentences; selecting descriptive words.

OBJECTIVES:

Given a discussion on beginning sentences and descriptive words for the writing of a report, the student will demonstrate the ability to:

1. Write a beginning sentence for his or her report that creates interest and uses descriptive words;

2. Generate a list of descriptive words related to his or her community report.

MATERIALS:

For Each Student

- Activity 17, "Writing Beginning Sentences"
- Activity 18, "Descriptive Words"
- Each student's own report, saved from previous lessons
- Completed Community Interview Record (Activity 12 from previous lesson)
- List of main ideas (Activity 16 from previous lesson)
- Community Notebook

SUGGESTED PROCEDURE:

1. RETURN the interview sheets, Community Notebooks, and lists of main ideas to the students.

2. EXPLAIN to the students that one of the important parts of a report is the beginning sentence. A good beginning sentence will capture the readers' attention and make them want to read more about the topic. Therefore, a beginning sentence should be interesting.

WRITE these sentences on the chalkboard:

Ms. Chin is a grocer.
Grocery stores sell food.
Ms. Chin's grocery store is an attractive place to visit.

ASK the students which of the sentences is the most interesting and why.

3. REMIND students that a sentence is a group of words that conveys a complete thought. ASK students to think of one interesting sentence for their reports. Allow time for students to think. ASK some students to share examples and to write the examples on the chalkboard.

4. INSTRUCT students to complete Activity 17 by thinking of two or three beginning sentences for their report that will capture the reader's interest. After they have written their sentences, have students share these with a classmate, and together determine beginning sentences for each of their reports.

5. EXPLAIN to students that to make their reports interesting to readers, they will need to think of descriptive words. A descriptive word tells more about something, such as big store, green house, etc.

6. INSTRUCT students to look at the main ideas in their interviews and think of some descriptive words that they could use in their reports. TELL students you will call on each one to share a descriptive word. Allow students time to think and then call on each student. Write the examples on the chalkboard.

NOTE: First call on students who you believe will have good examples that will help others also to generate appropriate examples. Have students who do not respond look in their Community Notebooks for ideas. Repetition of descriptive words is permissible.

7. INSTRUCT students to complete Activity 18 by selecting descriptive words from the chalkboard that they might be able to use in their reports. TELL students to add other descriptive words if they wish. EXPLAIN that they will use the list of descriptive words as a resource when they write their reports.

8. EXPLAIN to students that they should be thinking about how they will write their reports and use their descriptive words. In the next lesson they will begin writing their reports.

Name _____

ACTIVITY 17

Writing Beginning Sentences

1. Write a beginning sentence for your report.

_____

_____

_____

2. Think of another sentence you could use to begin your report and write this sentence below.

_____

_____

_____

3. Can you think of a more interesting beginning sentence to write below?

_____

_____

_____

4. Read the sentences you have just written. Circle the number of the sentence you will use to begin your report.

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Name _____

ACTIVITY 18

Descriptive Words

Descriptive words will help make your report more interesting.

Think of as many descriptive words as you can to use in your report. Write the words in the blank spaces below.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

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Lesson 16
PARAGRAPH WRITING AND CLOSING SENTENCES
(Report Writing)

OVERVIEW:

This lesson reinforces paragraph writing skills as students begin to write their community reports.

SKILLS PRACTICED:

Paragraph writing; closing sentences; explaining.

OBJECTIVES:

After a brief review of report writing, students will demonstrate their ability to explain what they have learned about the topic of their reports by:

1. Writing paragraphs with a main idea and supporting sentences;
2. Writing a closing sentence for the report;
3. Selecting a title for the report.

MATERIALS:

For the Teacher

- Resource 16–1, "Paragraph Writing: Main Idea and Supporting Sentences" (Transparency)
- Resource 16–2, "Sample Community Report" (Transparency, Part 1, Part 2, Part 3, and Part 4)
- Resource 16–3, "Paragraph Writing: Closing Sentences" (Transparency)

For Each Student

- Each student's own copy, saved from previous lessons:
  Community Interview Record (Activity 12, Lesson 12)
  List of main ideas (Activity 16, Lesson 14)
  Beginning sentences (Activity 17, Lesson 15)
  List of descriptive words (Activity 18, Lesson 15)
- Optional: Activity 19, "Selecting Supporting Sentences"

SUGGESTED PROCEDURE:

1. REMIND students that one of their jobs as researchers is to write an interesting report; otherwise, consumers will not want to buy the book.

   ASK: "How can we write a report that is interesting to others?"
   GUIDE students to these ideas:

   a. Make the report interesting. (Remind students that one of the ways to do that is by writing an interesting beginning sentence as they practiced doing in the last lesson.)

   b. Stay on the topic.

   c. Put the information in the report in the proper order.

   d. Use descriptive words.

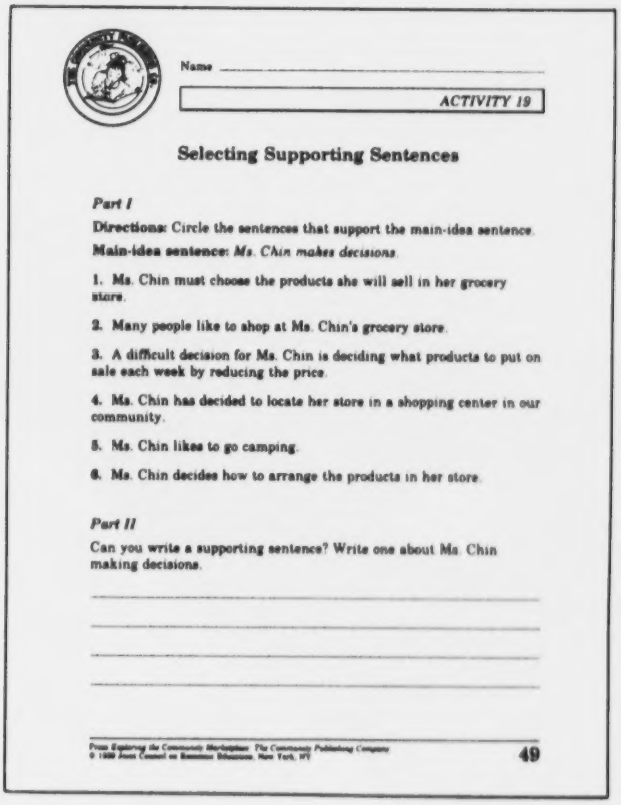
e. Use good writing skills.

f. Prepare a neat report.

2. EXPLAIN that they will be writing the first draft of their reports. Students will be working on paragraph writing and on final (ending) sentences. REVIEW paragraph structure. The opening sentence in a paragraph presents the main idea. The next two or three sentences give examples or facts about the main idea, and a closing sentence follows. When another main idea is introduced, a new paragraph should begin.

3. PROJECT transparency 16–1, "Paragraph Writing: Main Idea and Supporting Sentences," to help students understand the concepts of the main idea sentence and the supporting sentences. ASK the students to find the sentences that support the main idea. Give students time to find the sentences before calling for a response. ASK students to explain why they chose the sentences they did.

4. If students need more practice in recognizing supporting sentences, have them complete Activity 19, "Selecting Supporting Sentences." (The best supporting sentences are 1, 3, 4, and 6.)



Name _____

ACTIVITY 19

Selecting Supporting Sentences

Part I

Directions: Circle the sentences that support the main-idea sentence.

Main-idea sentence: *Ms. Chin makes decisions.*

1. Ms. Chin must choose the products she will sell in her grocery store.

2. Many people like to shop at Ms. Chin's grocery store.

3. A difficult decision for Ms. Chin is deciding what products to put on sale each week by reducing the price.

4. Ms. Chin has decided to locate her store in a shopping center in our community.

5. Ms. Chin likes to go camping.

6. Ms. Chin decides how to arrange the products in her store.

Part II

Can you write a supporting sentence? Write one about Ms. Chin making decisions.

_____

_____

_____

_____

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5. To further reinforce the concepts of the main idea sentence and supporting sentences, PROJECT transparency 16–2, "Sample Community Report: Ms. Chin's Grocery Store." With a colored marker, UNDERLINE the main idea sentence in the first paragraph and, using another colored marker, underline the supporting sentence.

REPEAT the preceding steps paragraph by paragraph, but have the students find the main idea sentence and the supporting sentences. (NOTE: To focus student attention, display one paragraph at a time.)

6. Briefly DISCUSS closing sentences. EXPLAIN that closing sentences end the report.

PROJECT transparency 16–3, "Closing Sentences" or write these sentences on the chalkboard:

a. What would you like to know about your grocer?

b. Ms. Chin makes many decisions.

c. Ms. Chin likes our community and tries to make her store a friendly place in which to shop.

ASK students to pick out the closing sentence and explain why they chose that particular one.

7. Before students begin writing their reports, USE the transparency of the sample report to briefly distinguish between parts of the report and to reinforce report-writing skills. (See Resource 16–2, "Sample Community Report: Ms. Chin's Grocery Store.")

FOCUS on:

- title
- beginning sentences
- main idea sentences
- supporting sentences
- paragraphs
- closing sentences
- descriptive words

8. RETURN the students' community interview sheets, lists of main ideas, beginning sentences, and lists of descriptive words to the students.

9. TELL students to begin writing their first drafts. INSTRUCT students to focus on putting the information on paper. In the next lesson, they will work on editing their reports.

10. Once students have completed their rough drafts, ASK them to decide on titles for their reports.

11. COLLECT the reports and other student materials and SAVE them for use in later lessons.

PARAGRAPH WRITING: MAIN IDEA AND SUPPORTING SENTENCES

Main Idea Sentence: Ms. Chin's store is a friendly place.

1. People like to shop at a friendly store.
2. Ms. Chin likes to read books and play softball.
3. My family likes to shop at Ms. Chin's store.
4. Ms. Chin is friendly.

SAMPLE COMMUNITY REPORT

MS. CHIN'S GROCERY STORE

Ms. Chin's grocery store is an exciting place to visit. The store has many useful products to sell. Ms. Chin's store sells many things besides food. She sells candy, soap, dog collars, paper napkins, pots and pans, birthday hats, and holiday decorations.

Ms. Chin must make many decisions as a grocer. She must decide what she thinks consumers will buy. This involves taking a risk. She must decide what products to sell based on what consumers have bought in the past.

The people in the community depend on the grocery store to provide the products they want. If consumers want milk, they depend on Ms. Chin's grocery store to have the milk. One of the difficult jobs that Ms. Chin has is to be sure there is enough milk for her customers. She does not want more than people will want to buy. If she has too much milk, it will spoil and she will have to throw it away.

Ms. Chin tries to provide the products that the people of the community want to buy. She likes our community and tries to make her store a friendly place in which to shop.

PARAGRAPH WRITING: CLOSING SENTENCES

Which sentence is the best closing sentence?

1. What would you like to know about your grocer?

2. Ms. Chin makes many decisions.

3. Ms. Chin likes our community and tries to make her store a friendly place in which to shop.

Lesson 17
EDITING
(Report Writing)

OVERVIEW:

The focus of this lesson is on the editing of the community report.

NOTE: Depending on the skills of your students, you can focus on a number of editorial topics, such as spelling, grammar, punctuation, capitalization, indentation, margins, and handwriting. While these aspects of writing are important to teach, they may be too much for the students to tackle all at once in the editing process. Therefore, if you are studying one or more of these topics in language arts, now would be the ideal time for students to apply the related skills. Otherwise, you should edit the reports so that students can have a perfect copy for the people of the community to read.

SKILLS PRACTICED:

Editing.

OBJECTIVE:

In a discussion of the questions to ask in editing a report, students will demonstrate the ability to apply their editing skills by making editorial changes in their own reports.

MATERIALS:

For the Teacher

- Optional: Resource 17–1, "Editorial Questions" (Transparency)
- Resource 17–2, "Sample Report to Be Edited" (Transparency, Part 1, Part 2, Part 3, and Part 4)

For Each Student

- Student's own rough draft of community report (from previous lesson)

SUGGESTED PROCEDURE:

1. INTRODUCE the lesson by explaining to students that they are authors, and that authors must put their information into a form others are able to read.

2. EXPLAIN to students that in this lesson they will be editors. Editors prepare materials for publication. As editors, they will be searching for the answers to the following questions about their reports. (WRITE the questions on the chalkboard as you present them or project the transparency "Editorial Questions," Resource 17–1.)

   - Is the beginning sentence interesting?
   - Is the main idea for each paragraph clearly stated?
   - Does each supporting statement keep to the topic?
   - Are the statements about the topic true?
   - Is there an ending sentence?

3. EXPLAIN to the students that the first report they will edit is that of the teacher.

4. PROJECT the transparency, "Ms. Chin's Grocery Store," Resource 17–2. ASK each of the questions and help the students ascertain places of weakness and of strength. Make the corrections on the transparency so that students will realize they can make their corrections directly on their reports. The suggested corrections follow:

First Paragraph:
- needs a more interesting beginning sentence
- change "other things" to make it more interesting and write in examples

Second Paragraph:
- second sentence does not support the topic sentence
- third sentence: change "sell" to "buy"

Third Paragraph:
- first sentence is not a complete sentence
- second and third sentences need to explain more in order to be complete

Fourth Paragraph:
- first sentence is untrue ("won't" should be "will")
- last sentence is not a closing sentence (delete this sentence)

One strategy that will provide opportunities for all students to become involved in the editing process is to ask, "Is the beginning sentence interesting?" Allow students time to read and think about the question. Then say: "Raise your hand if you think the sentence is interesting. (Pause.) Raise your hand if you don't think it's interesting." Ask students to think of interesting beginning sentences. Write their ideas on the chalkboard.

Quickly arrive at a consensus as to which of the suggested sentences would be the most interesting and put that sentence on the transparency (cross out the original sentence then and write in the new one).

By asking each question and by allowing students to participate you will increase the likelihood that the children will be attentive and will learn how to edit.

5. PROCEED through each of the questions and make appropriate corrections on the report.

6. Once you are satisfied that the students understand the questions for editing, DISTRIBUTE their reports and have them begin editing their own work.

7. Optional: If students work well with partners, you may want to have the children work in pairs to edit both partners' reports.

8. Once students have completed their editing, EXPLAIN that in the next lesson they will be copying their reports for use in the book.

NOTE: Before the next lesson, you should edit the children's reports for spelling, grammar, punctuation, capitalization, and indented paragraphs if these topics were not addressed in this lesson. *All* corrections should be made before students copy their reports.

9. To reinforce editing skills, ASK students to name something they learned about editing today.

EDITORIAL QUESTIONS

1. Is the beginning sentence interesting?
2. Is the main idea for each paragraph clearly stated?
3. Does each supporting statement keep to the topic?
4. Are the statements about the topic true?
5. Is there an ending sentence?

SAMPLE REPORT TO BE EDITED

Ms. Chin's Grocery Store

Ms. Chin is a grocer. The store has many interesting products to sell. Everyone thinks that grocery stores just sell food but they sell other things, too.

Ms. Chin must make many decisions as a grocer. She likes to play softball. She must decide what she thinks consumers will sell. She takes a risk whenever she makes such decisions. Her decision about which products she will sell are based on what consumers have bought in the past.

The people in the community. If consumers want milk, they depend on Ms. Chin. Ms. Chin throws out spoiled milk.

Ms. Chin tries to provide the products that the people of the community won't buy. She likes our friendly community and tries to make her store a friendly place in which to shop. Ms. Chin has three children.

Lesson 18
PREPARING THE FINAL DRAFT
(Report Writing)

OVERVIEW:

As writers in the Community Publishing Company, students work to produce a product that consumers will want to buy. Therefore, they should use their best penmanship in writing the final draft of their reports so that people will be able to read them.

SKILLS PRACTICED:

Penmanship.

OBJECTIVE:

Given a brief discussion on interdependence and cooperation and a brief review of margins and good penmanship, the students will demonstrate good penmanship by carefully printing/writing their reports.

MATERIALS:

For the Teacher

- Guide Sheet: Sample Layout for Report, (Resource 18–1)

For Each Student

- One or two sheets of writing paper (see Sample Layout for Report for suggested format). You may wish to prepare the paper on which the students will write their reports in advance.
- Edited draft of student's report.

SUGGESTED PROCEDURE:

1. EXPLAIN to students that one of the jobs in the publishing company is to write their reports, and today they will be writing their reports for the book.

   DISCUSS with the students why it is important that they all do their best work. HELP them to understand that the jobs people do in a business are interdependent, and everyone must cooperate to complete the goods or services the business produces. In the same way, everyone in the publishing company must do the best work possible in copying the reports because the book will include everyone's handwritten reports.

2. Briefly REVIEW writing skills and margins if necessary. (There must be sufficient margin on the left-hand side for the page fasteners.)

3. DISTRIBUTE paper (or prepared sheets) and the edited reports and have students copy their reports. COLLECT the edited reports and the final copies. SAVE the reports for use in printing the book later in the unit.

4. Symbol or illustration? Either have the students choose between creating a symbol or illustrating their reports or make the choice yourself and INFORM the class of your decision. After you announce your choice or the class makes its own, TELL the students to begin thinking about the symbol or illustration they will create because that will be their next job.

5. Also TELL the students they must decide on a title for the book and a design for the cover. ASSIGN some students to design the cover. REMIND the designers to be sure to tell who produced the book. For example,

> This book was written and produced by
> Class 3–1
> of the Elwood School
> Our City Our State
> March 1990

SAMPLE LAYOUT FOR REPORT

_____

TITLE

(PICTURE OR SYMBOL)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(STUDENT'S NAME)

Lesson 19
SYMBOLS FOR THE REPORTS
(Art Activity)

OVERVIEW:

If the class is to design symbols for the reports, proceed with this lesson. Otherwise, go directly to Lesson 20.

The symbol represents the main person, place, thing, or idea in an individual's report. In this lesson students decide on a symbol for their reports, practice making the symbol, and then trace it on the report.

SKILLS PRACTICED:

Interpreting symbols; working with others; classifying information.

OBJECTIVE:

Given a series of activities about symbols, the students will apply their understanding of symbols by creating a symbol for their reports.

MATERIALS:

For the Teacher

- Resource 19–1, "Common Symbols" (Transparency)

For Each Student

- Student's final copy of the report
- Lined notebook paper
- Black felt-tip pen
- #2 pencil
- Drawing paper
- Scissors

SUGGESTED PROCEDURE:

1. REMIND students that in the previous lesson it was decided that each worker would create a symbol for his or her report.

2. DISPLAY the transparency "Common Symbols" (Resource 19–1). ASK students if they recognize these symbols and if they know what the symbols mean.

The symbols on the transparency can represent different ideas to different people. ASK students to share their ideas about the meanings of these symbols.

3. EXPLAIN to the students that a symbol is a simple way of representing a person, place, thing, or idea. In creating a symbol, it is necessary to think about the most important feature of the person, place, thing, or idea being represented. The creator of a symbol selects such a feature and draws an outline in a simple form to illustrate the feature. STRESS that shape is the most important part in drawing a symbol. ASK students to look at the symbol examples again, as you point out the importance of shape. STRESS that details are eliminated in symbols.

4. DISCUSS some examples of symbols that would represent the following:

- florist *(flower, leaf, fern)*
- grocery store *(canned goods)*
- fire station *(fire truck, fire fighter hat)*
- clothing store *(T-shirt, hat, dress)*
- traffic controller *(uplifted hand, traffic light)*
- letter carrier *(letter)*
- teacher *(book)*
- construction worker *(hammer, saw, nail)*

5. ASK for a volunteer to read his or her report. ASK students to name some main ideas in the report. WRITE their ideas on the chalkboard. DISCUSS what symbols might be used to illustrate or represent the idea.

6. DISTRIBUTE the reports and have the students work in pairs with their own reports to pick out their main ideas in the reports. Some students who are having difficulty getting ideas might make lists of important features on notebook paper and then circle two or three of their ideas.

7. COLLECT students' reports.

8. DISTRIBUTE the drawing paper and pencils.

9. Students work individually, drawing several of their ideas for symbols on the construction paper. To encourage simplification of the drawings, have students outline the shapes with felt pens.

NOTE: Distribute the felt pens when students are ready to make the outlines.

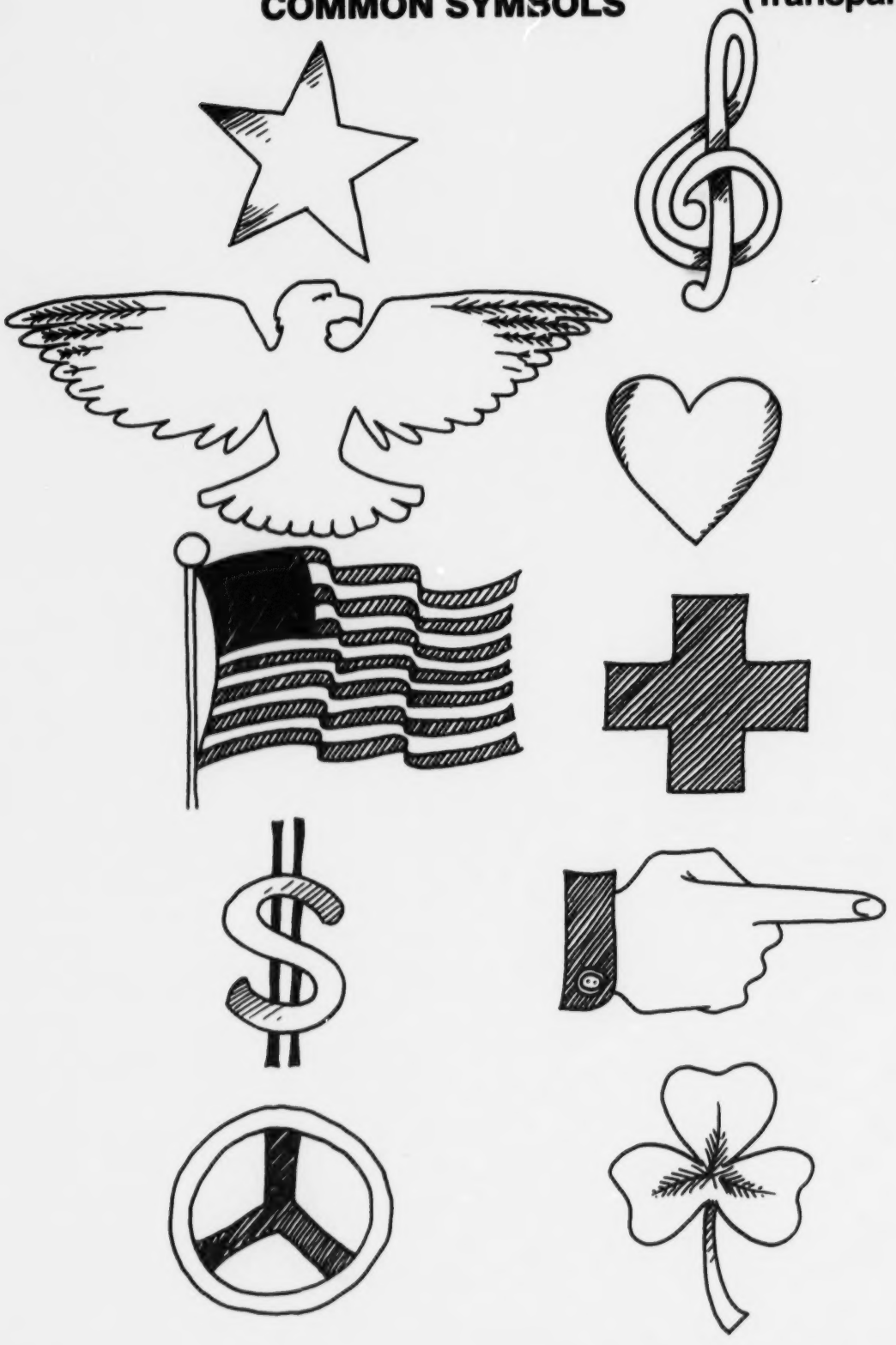
10. ASSIST students in selecting one of the symbols they have drawn.

11. INSTRUCT students to reproduce the selected drawing of a symbol so that multiple copies of it will fit across the top of the page as a border.

12. Students should practice tracing their symbols. Once they can do this skillfully, INSTRUCT them to trace their symbols onto their reports. (You will want to monitor this step of the activity carefully to be sure students are ready for it.)

Resource 19–1
(Transparency)

COMMON SYMBOLS



Lesson 20
ILLUSTRATIONS FOR THE REPORTS
(Art Activity)

OVERVIEW:

If the class is to illustrate the reports, proceed with this lesson.

Line, shape, and size are introduced as "drawing helpers." Students practice illustrating their reports and then draw their pictures on their reports.

SKILLS PRACTICED:

Drawing lines and shapes; drawing to size; working with others.

OBJECTIVE:

Given a brief discussion of line, shape, and size, students will demonstrate an understanding of these as well as of a main idea from their reports by illustrating the report.

MATERIALS:

For Each Student

- Drawing paper
- Student's final copy of the report

SUGGESTED PROCEDURE:

1. REMIND students that in a previous lesson it was decided that they would illustrate their reports. Today they will be artists and learn how to do the illustrations.

2. DISTRIBUTE drawing paper. Students should use their pencils for this activity. EXPLAIN to the students that they will practice illustrating before they draw their pictures on their reports.

3. EXPLAIN to the students that they will be learning about "drawing helpers."

   a. The first drawing helper is the line. PRINT the word "LINE" on the chalkboard.

      (1) ASK the students to give examples of how they could draw a line. The students will respond with straight, curved, wavy, jagged, fat (broad), and skinny (fine) lines. As the students respond, you should DRAW examples on the chalkboard and the students should draw examples on their paper.

      (2) EXPLAIN to the students that lines can be drawn in different directions. DRAW vertical, horizontal, and diagonal lines on the chalkboard.

      (3) Have the students draw examples of lines drawn in different directions on their paper.

   b. The second drawing helper is shape. PRINT the word "SHAPE" on the chalkboard. TELL the students that lines come together to form shapes. DRAW some shapes on the chalkboard and have students draw shapes on their paper. Some examples of shapes are circle, square, rectangle, triangle, cube, cylinder, and abstract.

DRAW a rectangle or square on the chalkboard. Put in windows and a door on the rectangle. POINT OUT that shapes on paper represent places we know about in real life. ASK the students to draw shapes of their choice on their paper. The shapes can be drawn to represent familiar places in the community such as buildings, bridges, etc.

c. The third helper is size. PRINT the word "SIZE" on the chalkboard. DRAW a simple tree on the board. Next to the tree DRAW the shape of a very small building.

(1) ASK: "How big is the shape of the building?" The students can tell the size of the shape is small in relation to the tree.

(2) DRAW another tree on the chalkboard the same size as the first tree. Next, DRAW the shape of a very large building beside the tree. ASK: "How big is this building?" The students will see that the size of this shape is large in relation to the tree.

(3) EXPLAIN to the students that line, shape, and size help us draw interesting pictures and help us describe real places in the community in our report.

4. DISTRIBUTE student reports. Together with a partner, students should read their reports and decide on an illustration for their reports. (Working with a partner can help to generate more ideas.) REMIND students to keep their illustrations *simple* for easy copying. Also TELL the class that shaded areas do not reproduce well.

5. COLLECT the reports and have the students practice drawing illustrations for their reports. They should draw the illustrations to fit the space provided on their reports.

6. As students work on their illustrations, ASK the following questions:

a. Is your picture about your report?

b. How can you show where your picture is supposed to be located in real life?

c. How does the picture help you tell your story better?

d. Can your illustration be easily reproduced?

7. Once students are satisfied with their illustrations, RETURN the reports and have the class draw the pictures on the reports in the space provided.

8. COLLECT and SAVE the illustrated reports. The students will organize the reports into the community book in later lessons.

III

FORM A BUSINESS

Lesson 21
RESOURCES FOR THE PUBLISHING COMPANY
(Discussion)

OVERVIEW:

In this lesson, you and your class begin to make decisions about the kind of book you will produce. The class also speculates on the resources necessary to produce the book and the cost of the resources.

CONTENT FOCUS:

People who own a business and produce goods and/or services are decision makers. In fact, they make decisions for the same reasons and follow the same procedures as consumers.

Specifically, producers make decisions about how to use scarce resources to satisfy people's unlimited wants. They realize that a decision to use resources for a particular purpose actually costs them the opportunity to use those resources for the next most valued purpose.

People who decide to obtain resources for the purpose of producing a good or service they think consumers will buy are called entrepreneurs. These people have an idea about a good or service, choose the resources needed for production, obtain these resources by bidding them away from other users, and combine these resources into the desired product. This product is then supplied to the market for sale. The products that meet consumer wants at prices consumers are willing and able to pay will sell; those products that are not demanded by consumers will remain in the marketplace unsold.

Generalizations:

1. Businesses produce goods and services they think consumers want.
2. In order to produce a product people must make choices about how to use resources.
3. People's values, tastes, knowledge of alternatives, including prices of substitutes, and purchasing power determine the choices they make in the marketplace.

Concepts:

business	opportunity cost	production
consumer	producer	resources

SKILLS PRACTICED:

Decision making; problem solving; planning; working in a group; estimating.

OBJECTIVES:

1. Given previous lessons on resources, students will apply their understanding of the resources needed for the business by starting to compile a list of resources necessary for production of the book and speculating about the cost of the resources.
2. Given previous discussions on choice making, students will apply their understanding that businesses make choices by answering the question, "What kinds of choices must businesses make?"

MATERIALS:

For the Teacher

- Resource 21–1, "Book Choices" (Transparency)
- Resource 21–2, "Worksheet for Estimating Resource Costs" (Transparency, Part 1, Part 2, Part 3, and Part 4)
- Optional: Stationery and office supply catalogs

SUGGESTED PROCEDURE:

1. WRITE on the chalkboard, "What resources will we need to produce our book?" ASK students individually or with a partner to make a list of resources they think they will need for their book. REVIEW the term resources, if necessary. The students should consider such things as paper, pencils, fasteners, etc. They should also include labor resources. The students cannot list specific resources until the type of book they will produce has been decided, but they can speculate about the matter at this point. The students should also consider the cost of room rental, large pieces of equipment, and machines. This cost would affect all book production choices except commercial reproduction. Actually, a very nominal fee such as $1.00 for rental, etc., could be charged to the publishing business. This amount would reflect the fact that the classroom can be used for other productive purposes, and that in the real world businesses do make those types of decisions.

2. After students have listed the resources, DISPLAY the transparency "Book Choices" (Resource 21–1), and DISCUSS the resources needed for each kind of book. HELP students understand how the method of reproduction of the book will affect its cost.

Students should speculate on:

- Cost of duplicating or printing
- Cost of materials
- Amount of work needed to assemble the books
- What they think consumers will like best
- Length of time necessary to make the books

Optional: Gather stationery and office supply catalogs and have students look up prices of the resources.

3. HELP the students estimate which type of book listed on the "Book Choices" transparency might cost the most or least to produce and why.

4. ASK students for their ideas on the type of book they would like to produce and for any other suggestions besides those listed on the transparency.

5. EXPLAIN to the students that you and perhaps a few student helpers will gather further information about the actual costs of the resources. You and your helpers will share that information with the students during the next lesson so that they can decide what kind of book they want to produce.

NOTE: The cost of the resources will be determined by the type of book the students think they want to produce. You should use the "Worksheet for Estimating Resource Costs" (Resource 21–2) for assistance in determining costs. You may want to direct your students to choose just two or three types of books for consideration in order to reduce the amount of time spent gathering cost data. The cost of

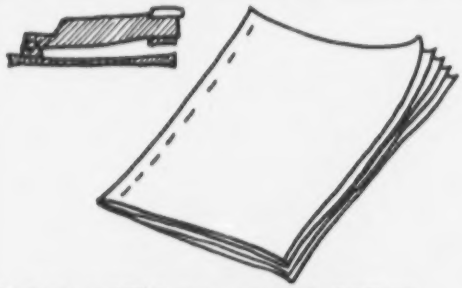
resources for the various types of books must be determined before the next lesson.

6. On a separate sheet of paper ASK students to answer the question: "What choices must businesses make in deciding to produce a product?"

7. Optional: This would be an appropriate time for you and your students to select officers for their publishing company. The officers would assist you and represent the class.

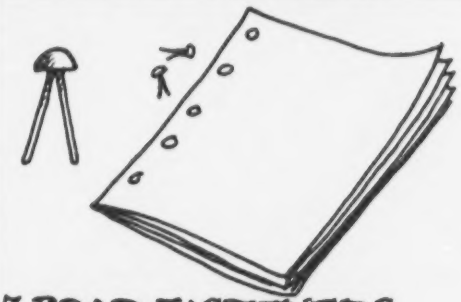
President	Managers:
Vice President	Production
Treasurer	Advertising
	Sales
	Classroom Maintenance

BOOK CHOICES

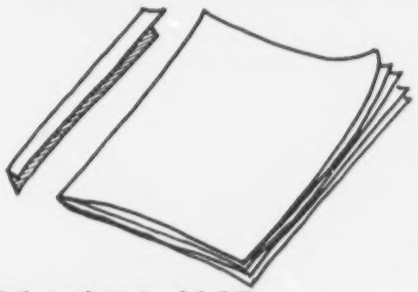


1. STAPLES ON THE SIDE

2. SEWN (YARN AND HOLES)

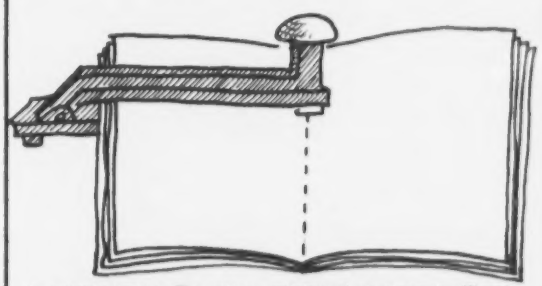


3. BRAD FASTENERS

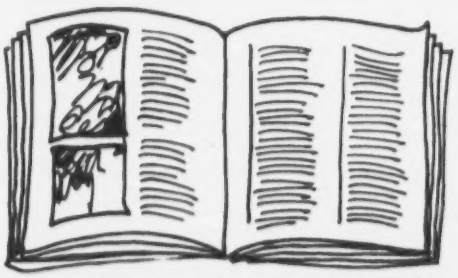


4. PLASTIC CLIP

5. SPIRAL BOUND



6. STAPLED IN THE MIDDLE



7. COMMERCIALLY PREPARED

8. OTHER

Worksheet for Estimating Resource Costs (Except labor costs)

Description of Resource	Unit Cost	Quantity	Price
I. Plant and Equipment			
Room	_____ (Rent)	_____	_____
Heat and light	_____	_____	_____
Table	_____ (Rent)	_____	_____
Copy machine	_____ (Rent)	_____	_____
Heavy-duty stapler	_____ (Rent)	_____	_____
		Subtotal	_____

Worksheet for Estimating Resource Costs

Description of Resource	Unit Cost	Quantity	Price
II. Supplies for Producing 100 Books			
Duplicating paper	_____	_____	_____
Book covers (paper)	_____	_____	_____
Copy/duplicating masters	_____	_____	_____
Pencils	_____	_____	_____
		Subtotal	_____

Worksheet for Estimating Resource Costs

Description of Resource	Unit Cost	Quantity	Price
III. Supplies for Advertising			
Poster board	_____	_____	_____
Construction paper	_____	_____	_____
Felt-tip pens	_____	_____	_____
Masking tape	_____	_____	_____
		Subtotal	_____

Worksheet for Estimating Resource Costs

Calculating the Cost Per Book

CHOICE _____

	Costs	
	Choice 1	**Choice 2**
I. Plant and equipment	$ _____	$ _____
II. Supplies for producing 100 books	$ _____	$ _____
III. Supplies for advertising	$ _____	$ _____
TOTAL COST	$ _____	$ _____
COST PER BOOK	$ _____	$ _____

COST PER BOOK = Total Cost ÷ Number of Books

Lesson 22
PRODUCTION QUESTIONS
(Discussion)

OVERVIEW:

In this lesson you and your class discuss the production questions that must be answered before a classroom book can be produced. As owners of the publishing company, your students must discuss how much people will pay for the book and how many books should be produced.

The class first discusses the cost of the resources necessary to produce the book. The students then consider who will buy their book. The use of a market survey is presented as a tool to help answer these questions.

NOTE: Before this lesson begins, you must complete the Resource Costs sheet(s) by writing in the cost of the materials for each type of book the students did research about in Lesson 21. For example, if the students decided in Lesson 21 (on the basis of the book choices transparency) that they would like to know the costs of producing (1) the staple book, (2) the commercially prepared book, and (3) the yarn book, you must prepare a Resource Costs sheet for each of these three types. The completed Resource Costs sheets will enable the students to compare the costs of the different types of book product.

You should explain to the students that although information about the cost of resources used in production is important in making business decisions, the actual price the book will sell for in the marketplace is influenced not only by the cost of resources but by the willingness and ability of consumers to buy the product.

CONTENT FOCUS:

Decisions regarding production questions are critical in any business. To be successful, business owners and managers must investigate all resources that could be used to make the desired product. Choices are then made among the alternative resources. A primary criterion for choosing one resource for production over possible alternatives is cost. Business owners attempt to substitute lower-cost resources for more expensive ones. Doing so reduces the cost of producing the product and increases the possibility of selling the item for a price that is greater than the cost of production. As profit (total revenue minus all costs of production) is a primary incentive for business owners and essential in keeping a business operating, informed decisions regarding resource use are important.

The real price of the product, however, is what it will actually sell for in the marketplace. Although business owners hope the price will allow for profit to be earned, consumers' willingness and ability to pay for the item help set the price. Information about consumers' preferences can be obtained through a market survey. In a market survey, consumers can be interviewed to determine if they will buy a particular product and at what price. In most instances, the amount of a product consumers are willing and able to buy goes up as the price goes down.

Generalizations:

1. Businesses produce goods and services they think consumers want.
2. In order to produce a product people must make choices about how to use resources.

3. People's values, tastes, knowledge of alternatives, including prices of substitutes, and purchasing power determine the choices they make in the marketplace.

Concepts:

business	marketplace	partnership
consumer	market survey	price
entrepreneur		profit

SKILLS PRACTICED: Decision making; working in a group; formulating questions.

OBJECTIVE: Given a discussion of production decisions, the students will apply their understanding of why these decisions are important for production by conducting a market survey.

MATERIALS:

For the Teacher

- Transparencies of completed "Worksheet for Estimating Resource Costs" (Resource 21–2) sheet(s) for each type of book product the students selected in Lesson 21
- Optional: Transparency of Resource 22–1, "Market Survey"

For Each Student

- Activity 20, "Market Survey"

SUGGESTED PROCEDURE:

1. EXPLAIN to students that they are the owners of the Community Publishing Company. As owners of the company, they have important decisions to make concerning the production and sale of their classroom book.

NOTE: For added interest, conduct this lesson in a business meeting format. You assume the role of chairperson and the students are your partners.

Optional: You may wish to include a business person from the community as a consultant to the new business. A parent or the principal may also be included.

2. CALL the meeting of the Community Publishing Company to order. DISPLAY the transparency of the Resource Costs sheet for each type of book the students have selected as a possible choice.

ASK: "What is the total cost of the resources we would need for each type of book?"

NOTE 1: The total cost of resources will vary among classes depending on the method of producing the books. The Resource Costs sheet is based on an estimate of the cost of 100 books. It is necessary to determine the cost of one book for the class discussion.

NOTE 2: If you choose to have the students complete the division equation to determine the cost of one book, write the equation on the chalkboard and demonstrate the calculation:

$$\frac{\text{cost of resources for 100 books}}{\text{100 books}}$$

The students will be wondering about the cost of producing the different types of books. They will most likely want to choose the least expensive type. However, this decision would be easier if they knew

what people would be willing to pay for the book. Whatever decision they make involves taking a risk. Businesses must take risks. The students are becoming entrepreneurs. EXPLAIN that an *entrepreneur* is a person who plans, organizes, and assumes the risks of a business.

3. DISCUSS the following questions:

   a. Why do we want to produce and sell the book? *(To earn a profit.)* NOTE: Explain that *profit* is the amount of money remaining from total sales after all production costs have been paid.

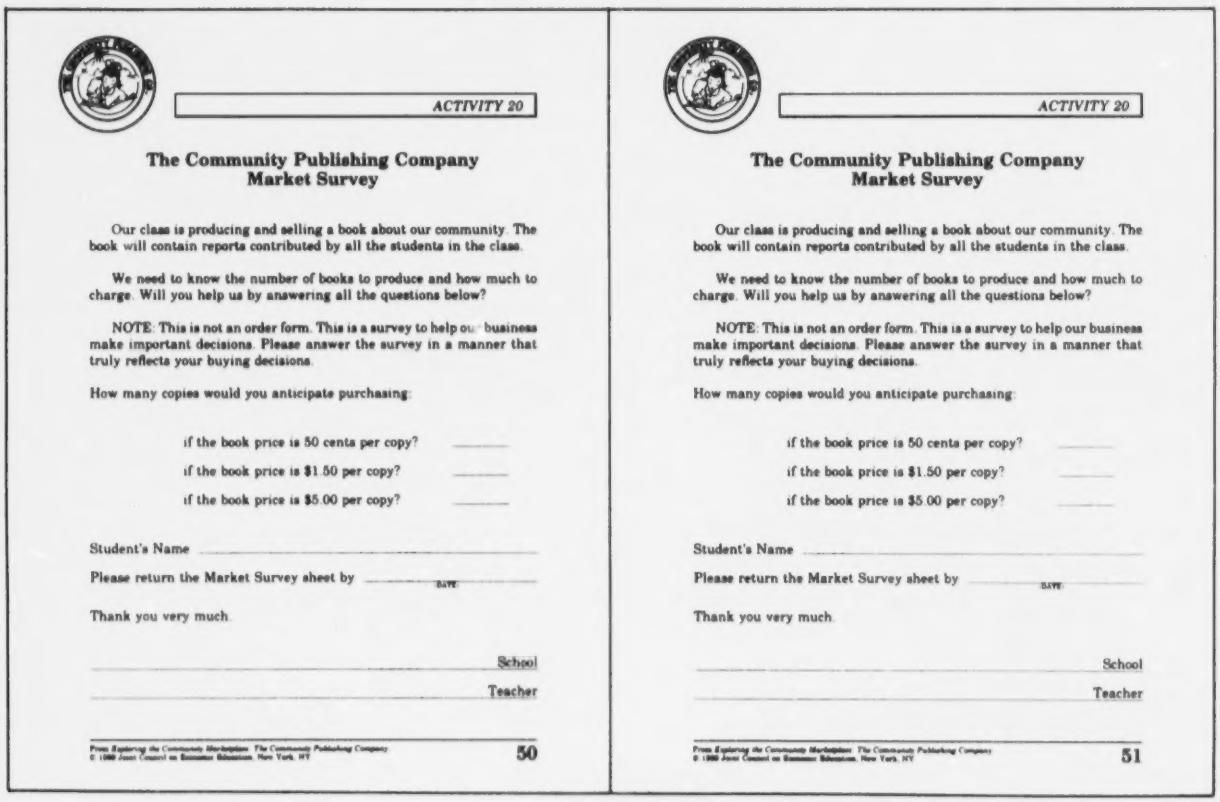
   b. How many books should we produce? *(Have students speculate.)*

   c. How can we be sure people will buy our book? *(We cannot be sure.)*

   d. What if we produce books and no one buys them? *(We will lose money.)*

   e. How much do you think people will pay for our book? *(We won't know until we sell it.)*

4. EXPLAIN to the class that one method by which businesses determine whether people will buy a new product and the price they are willing to pay is to conduct a market survey. If you wish, ASK students to tell what they think a market survey is. EXPLAIN to students that conducting a market survey is similar to interviewing people. REVIEW the term *marketplace*, if necessary. A marketplace is a place or situation in which buyers and sellers communicate with one another in order to exchange goods and services.



ACTIVITY 20

The Community Publishing Company
Market Survey

Our class is producing and selling a book about our community. The book will contain reports contributed by all the students in the class.

We need to know the number of books to produce and how much to charge. Will you help us by answering all the questions below?

NOTE: This is not an order form. This is a survey to help our business make important decisions. Please answer the survey in a manner that truly reflects your buying decisions.

How many copies would you anticipate purchasing:

if the book price is 50 cents per copy? _____

if the book price is $1.50 per copy? _____

if the book price is $5.00 per copy? _____

Student's Name _____

Please return the Market Survey sheet by _____ DATE

Thank you very much.

_____ School

_____ Teacher

From *Exploring the Community Marketplace*. The Community Publishing Company. © 1990 Joint Council on Economic Education, New York, NY

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ACTIVITY 20

The Community Publishing Company
Market Survey

Our class is producing and selling a book about our community. The book will contain reports contributed by all the students in the class.

We need to know the number of books to produce and how much to charge. Will you help us by answering all the questions below?

NOTE: This is not an order form. This is a survey to help our business make important decisions. Please answer the survey in a manner that truly reflects your buying decisions.

How many copies would you anticipate purchasing:

if the book price is 50 cents per copy? _____

if the book price is $1.50 per copy? _____

if the book price is $5.00 per copy? _____

Student's Name _____

Please return the Market Survey sheet by _____ DATE

Thank you very much.

_____ School

_____ Teacher

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BEST COPY AVAILABLE

5. ASK students to locate Activity 20, the "Market Survey" form in their Activity Books. Point out the three price choices, which were selected to demonstrate the effect of low, moderate, and high prices on consumer demand for the book. EXPLAIN that the market survey will help the class determine the best price to charge for the book.

6. READ the market survey with the students. EMPHASIZE that the market survey must be answered as accurately as possible. INSTRUCT students to ask one or more family member(s) to complete the survey and return it to school the next day.

NOTE: Students may wish to include relatives or neighbors in the market survey. To do so, pupils could read the market survey questions to the respondents over the telephone and record the responses on the lines provided for each question. The student Activity Book contains 2 copies of the survey form. Provide additional copies to students as needed.

7. In the next lesson, the students will go over the results of the market survey. The class will then determine how many books to produce and what price to charge.

THE COMMUNITY PUBLISHING COMPANY
MARKET SURVEY

Our class is producing and selling a book about our community. The book will contain reports contributed by all the students in the class.

We need to know the number of books to produce and how much to charge. Will you help us by answering all the questions below?

NOTE: This is not an order form. This is a survey to help our business make important decisions. Please answer the survey in a manner that truly reflects your buying decisions.

How many copies would you anticipate purchasing:

if the book price is 50 cents per copy? _____
if the book price is $1.50 per copy? _____
if the book price is $5.00 per copy? _____

Student's Name _____

Please return the Market Survey sheet by _____
(DATE)

Thank you very much.

_____
School

_____
Teacher

Lesson 23
PRODUCTION AND PRICING DECISIONS
(Discussion)

OVERVIEW:

You and your class make the final decisions regarding the production costs and price of the book. The Market Survey results are discussed and analyzed to help make these decisions. The use of three transparencies aids the teacher in explaining pricing and production decisions. If computers are available, we suggest you develop a simple computer program for student use in determining production costs and the price of books.

NOTE: You must tally the Market Survey results before teaching this lesson. The class should make a final decision regarding how to produce the book before it determines the "best" price. The following steps outline the procedure the class should use to make these decisions:

1. Find the total number of books people will buy at each price. This information is found in the tally of the Market Survey.

2. Figure the total sales at *each* price by solving the equation in Resource 23–1, "Our Computer Compares Total Book Sales at Various Prices":

Price of the book × Total number of books we think people will buy at each price = Total sales in dollars

3. Refer to the worksheets completed to estimate production costs (Lesson 21, Resource 21–2) for the figures needed for comparing production costs (Resource 23–2, "Our Computer Compares Production Costs").

Cost of production of 1 book × Total number of books we will produce = Total cost of production

4. Figure the profit earned by subtracting total costs from total sales (Resource 23–3, "Our Computer Compares Profits")[1]:

Total sales
− Total costs
Profit

CONTENT FOCUS:

The prices finally obtained by producers are determined by the interaction between producers and consumers in the marketplace. In general, producers want to produce a large number of products which they would like to sell at high prices. Consumers, however, usually buy few items at high prices and many items at low prices. The market system provides a mechanism for setting prices that equates the amount producers supply to the market with the amount consumers are willing and able to buy.

Generalizations:

1. Prices are determined in the marketplace through the interaction of buyers and sellers.

2. In order to produce a product people must make choices about how to use resources.

[1]The calculation of profit here is not entirely correct because the computation of total production cost omits the fee for the loan. This fee will be explained in a later lesson.

Concepts: consumer, market survey, profit, resources, sales

SKILLS PRACTICED: Working with numbers (multiplication, subtraction); interpreting charts; interpreting statistics; comparing; hypothesizing; decision making.

OBJECTIVE: Given a discussion and presentation of the transparencies, students will demonstrate an understanding of pricing and production by participating in decisions about the price of the book and the number of books to produce.

MATERIALS:

For the Teacher

- Resource 23–1, "Our Computer Compares Total Book Sales at Various Prices" (Transparency)
- Resource 23–2, "Our Computer Compares Production Costs" (Transparency)
- Resource 23–3, "Our Computer Compares Profits" (Transparency)

SUGGESTED PROCEDURE:

1. CONDUCT a business meeting of the Community Publishing Company. EXPLAIN that the class is going to make two important decisions about the book. Write the following questions on the chalkboard:

   a. How many copies of our book should we produce?

   b. What price should we charge for each copy of our book?

   Point out that in order to answer these questions, the students must have the information obtained in the Market Survey.

2. WRITE the totals from the Market Survey on the chalkboard.

   At 25 cents people will buy _____ books.
   At $1.50 people will buy _____ books.
   At $5.00 people will buy _____ books.

   TELL the pupils that this information will help them to estimate total sales and total costs.

3. EXPLAIN to the students they will have a helper to figure total sales, total costs, and profit. This helper is an overhead projector machine, which will be called a computer for this lesson. The "pretend" computer along with the students' and teacher's "brain power" will solve the mathematical equations necessary to figure total sales, total costs, and profit.

4. DISPLAY transparency "Our Computer Compares Total Book Sales at Various Prices" (Resource 23–1) and complete the equations.

5. DISPLAY transparency "Our Computer Compares Production Costs" (Resource 23–2) and complete the equations.

6. DISPLAY transparency "Our Computer Compares Profits" (Resource 23–3) and complete the equations.

7. Using Resource 23–3, DISCUSS the following:

   a. At what price will our company earn the most profit?

   b. What price should we charge for our book?

   c. How many books should we produce?

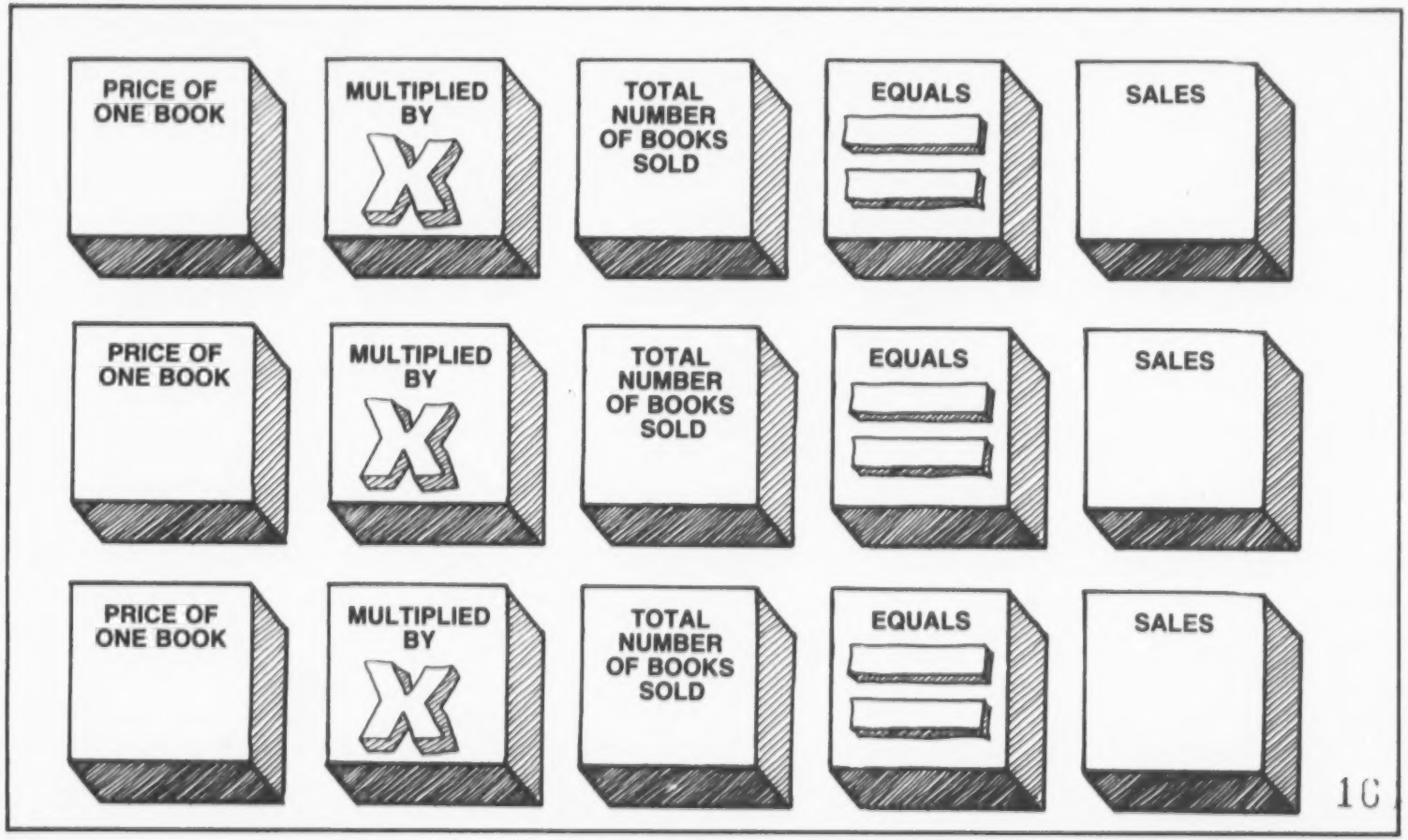
   NOTE: The company may want to discuss the possibility of producing more books than the Market Survey indicated would be bought. In the past, we have found that people will buy more books than they first indicate. Also, if books will be offered for sale in the community at large, the amount likely to be sold must be considered. The people being interviewed by the students may want to buy a book, too.
   Important: *Once the class has decided on the number of books to produce, you should plan on reproducing that many copies of the students' reports and covers. The reproduced pages of the students' reports will be assembled into books in Lesson 29. Consequently, schedule Lesson 29 so that there will be adequate time between this lesson and that one for you to reproduce the reports and covers.*

8. The class should decide on the price of the book based on the information they now have. (It is expected that they will make the choice that will give the greatest amount of profit. However, it is possible the students may decide to set a price that does not maximize profit in order to be able to increase sales and gain the benefits of community recognition.)

9. The students may ask, "What should we do with the profit?" ASK the class for ideas; further discussion will take place at the end of the unit. Some choices may be to buy books or equipment for the class or school, have a class party, go on a study trip, or hold a company picnic.

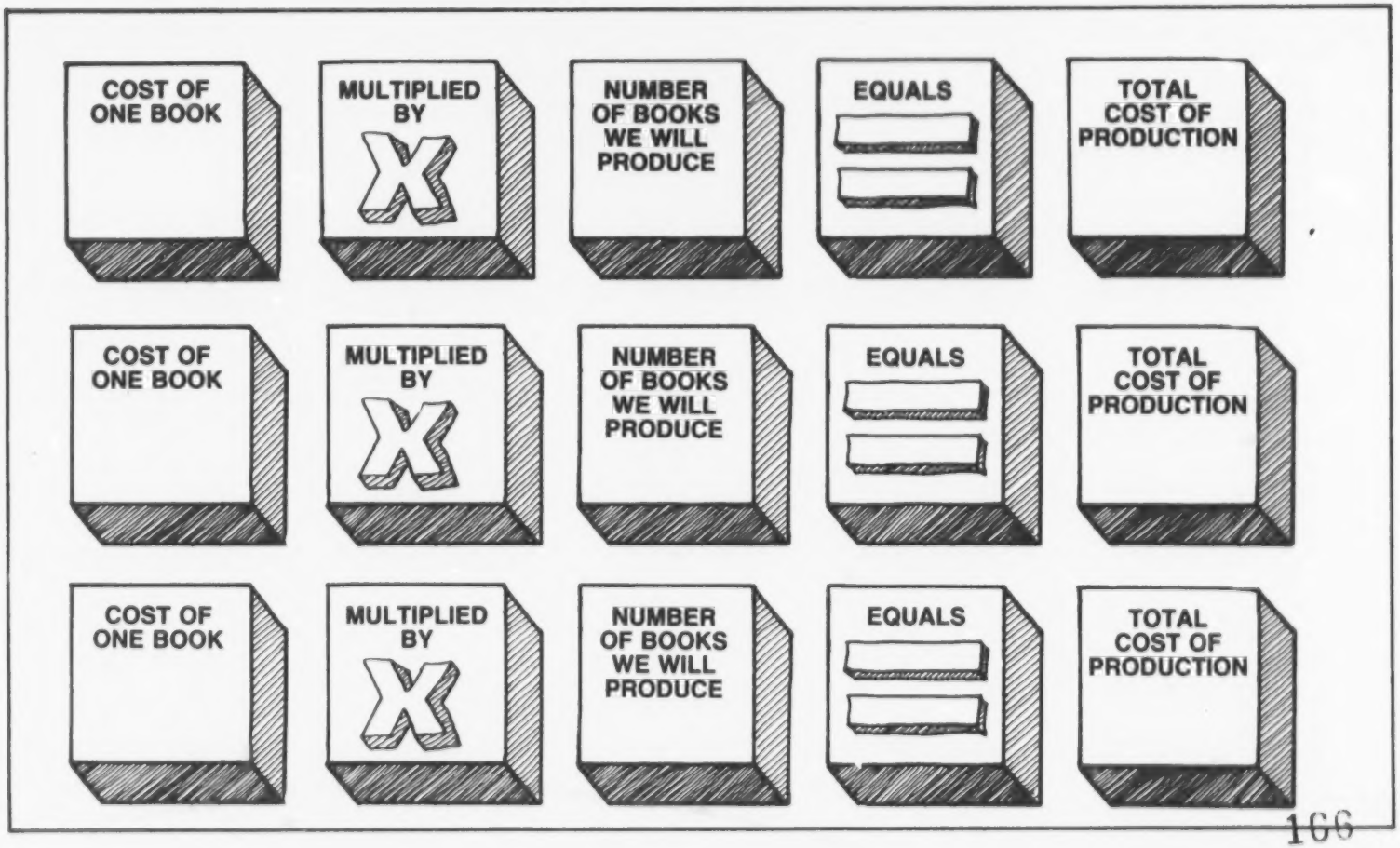
10. EXPLAIN to the class that they are now ready to decide where they will get money to buy the resources (materials) to produce their books.
    NOTE: In most cases, the teacher has helped the class choose the price that will yield the greatest amount of profit. In some instances, a lower price with a large number of buyers will yield the highest profit. In others, a high price with few buyers will yield the highest profit. Local community consumer preferences will help determine which price and quantity decision will be best for the classroom business.

Our Computer Compares Total Book Sales at Various Prices



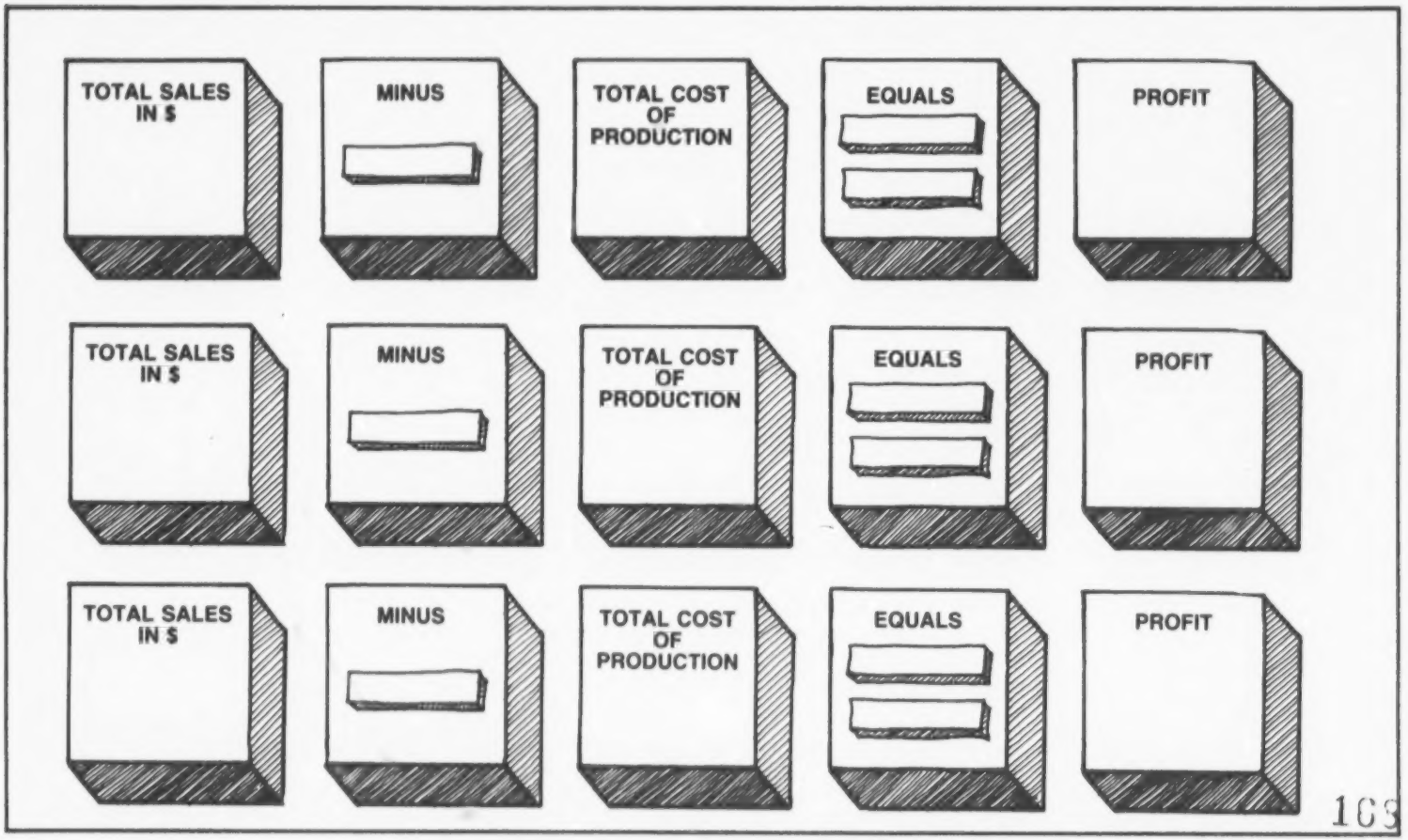
Resource 23–1 (Transparency)

Our Computer Compares Production Costs



Resource 23–2
(Transparency)

Our Computer Compares Profits



Resource 23–3
(Transparency)

Lesson 24
OBTAINING RESOURCES ON CREDIT
(Discussion)

OVERVIEW:

You must decide whether the publishing company will obtain the resources (materials) from the school principal on credit, or obtain a loan from a bank to buy the resources. If you decide to obtain the resources from the school principal, proceed with this lesson. Otherwise, move directly to Lesson 25.

Pupils obtain the resources for their publishing company from the school principal on credit. A fee is charged for this service. Pupils sign an agreement with the principal in which they promise to repay the cost of the resources plus a fee for the credit service.

You should contact the principal ahead of time to confirm the loan arrangements and to find out whether the principal would like to be present at the signing of the credit agreement.

CONTENT FOCUS:

People who own resources can use them for their own production or can sell the rights to the use of those resources to someone else. The preferred way for a resource owner to decide who should have the right to utilize the resources for production is to use a standard economic decision-making procedure.

In an economic system based on market prices, resources tend to move or be used where they have the highest value. For example (everything else remaining the same) labor will move from a production effort that pays $6.00 per hour to one that pays $10.00 per hour. Such information shows where resources should be used. Owners of all types of resources constantly monitor the resource market to find out where they would gain the most by supplying their resources. The price that buyers of resources are willing and able to pay helps suppliers choose to whom they will supply resources.

Generalizations:

1. People depend on one another for goods and services.
2. Businesses use resources to produce goods and/or services.
3. People use community resources to satisfy their wants.

Concepts:

credit credit fee price

SKILLS PRACTICED:

Working with others; planning; decision making.

OBJECTIVES:

Given a discussion on obtaining resources for the Community Publishing Company, the students will demonstrate their understanding that people depend on one another for resources by:

1. Participating in the signing of a credit agreement;
2. Answering the question "How will we get the resources we need to make our book?"

MATERIALS:

For the Teacher

- Resource 24–1, "Borrowing from the School" (Transparency)
- Resource 24–2, "Credit Agreement"
- Optional: Transparency of the Credit Agreement (Resource 24–2)

SUGGESTED PROCEDURE:

1. ASK the students to think about how they can get the resources they will need for their business. *(Possible answers: borrowing, buying, obtaining a donation.)*

a. Introduce concepts of borrowing and lending by asking students whether they have ever borrowed something? Loaned something? Ask them to explain the difference between borrowing (taking) and lending (giving).

b. What happens when you lend money? *(You do not have it to spend on something for yourself.)*

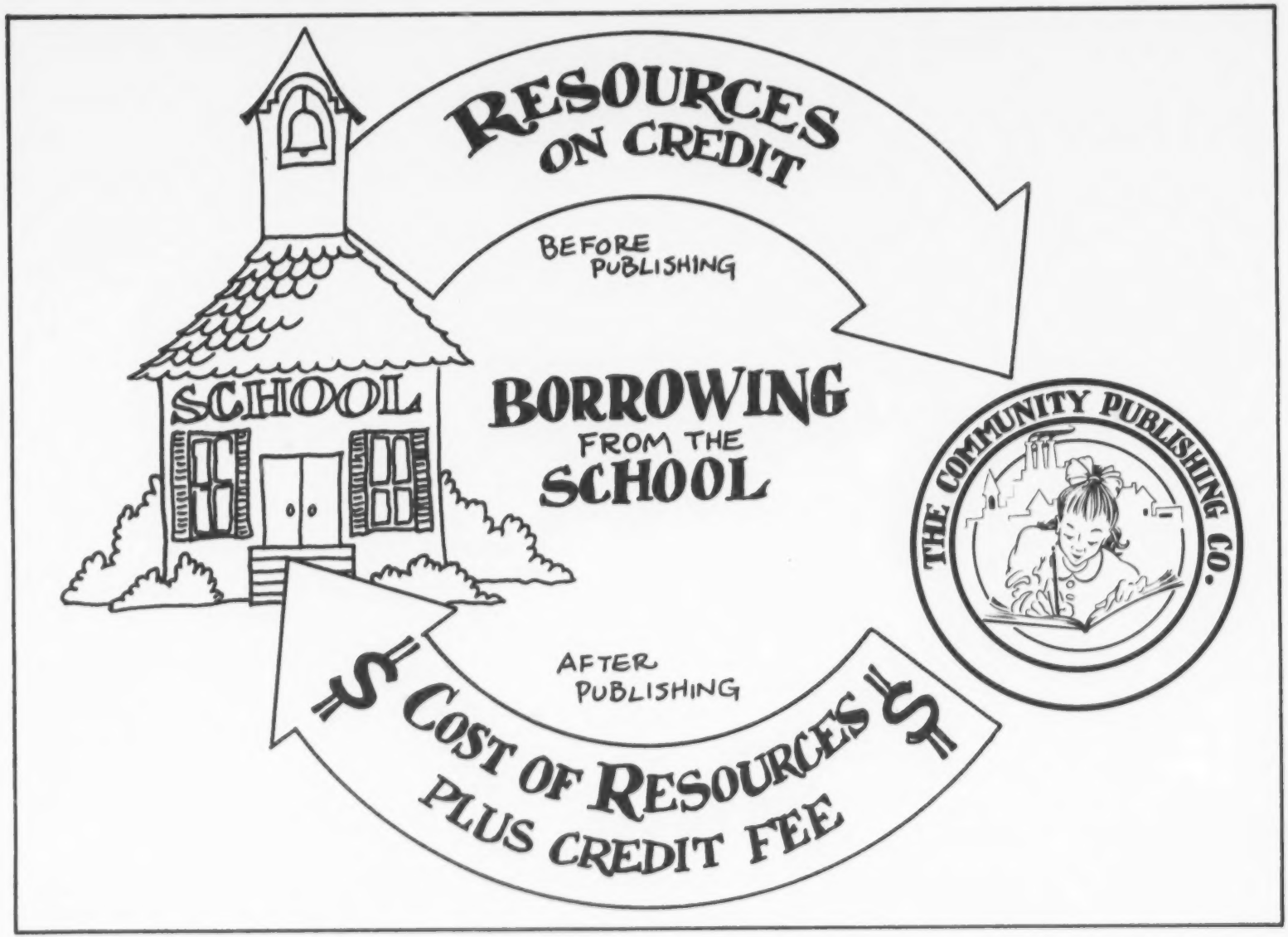
c. Is it fair to ask for some kind of reward or payment when you make the sacrifice of lending your money to someone else?

2. EXPLAIN to the students that they will be obtaining the resources for the publishing company from the school principal. DISCUSS the importance of working together as a class and with the school principal to produce the book. CONCLUDE as follows: "In other words, we depend on the principal to provide the resources. Therefore, I have contacted the school principal, and the principal has agreed to give us the resources we will need on credit. We must pay back the cost of the resources after we sell our books. Also, we must pay a fee for the service the principal is providing in letting us have the materials on credit."

3. PROJECT transparency "Borrowing from the School" (Resource 24–1) and explain its meaning.

4. The pupils will sign a Credit Agreement with the principal in which they promise to repay the cost of the materials plus a service fee. You may want to invite the principal into the classroom to sign the Credit Agreement in the presence of the class.

5. On the chalkboard WRITE, "How will we get the resources we need to make our books?" Pupils should write the answer to this question on a sheet of paper. *(We will borrow them from the principal. After we sell our books, we will pay back the cost of the resources used. We will pay a fee to the principal for the use of the resources on credit.)*



Resource 24–1
(Transparency)

CREDIT AGREEMENT

Name of school _____

Name of principal _____

Name of teacher _____

Class _____

Room number _____

After we sell our community books we will pay back to the principal the cost of the resources used in the production of the books.

We will also pay a fee of $ _____ to the principal for providing the resources on credit.

Teacher _____

Principal _____

Date _____

STUDENTS

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CREDIT AGREEMENT

Lesson 25
OBTAINING A BANK LOAN
(Guest Speaker)

OVERVIEW:

This and the following lesson are designed to familiarize students with the process of obtaining a loan from a bank. You may choose either to invite a banker to visit the classroom or take a study trip to a bank to obtain a loan. Either of these lessons can replace Lesson 24.

NOTE: You must determine in advance the amount of money to borrow based on the Resource Costs sheet.[1]

CONTENT FOCUS:

Financial institutions of all types (commercial banks, savings and loan associations, credit unions, etc.) serve as intermediaries between savers, whose deposits they accept, and borrowers, who wish to borrow money. To facilitate this exchange, an incentive is provided for savers to put their money under the control of the financial institution. This incentive is the interest savers earn on the money they deposit. The interest that is paid to savers comes from the credit fee (interest) financial institutions charge people who borrow. Interest charges also help the financial institution pay its costs of operation and earn a profit.

Students should understand that banks lend money to businesses for a fee. This fee is called *interest*. Businesses use the money borrowed from the bank to buy resources in order to produce goods and/or services.

Generalizations:

1. People depend on one another for goods and services.
2. People use community resources to satisfy their wants.

Concepts:

business	interest
credit	loan

SKILLS PRACTICED:

Working with others; decision making.

OBJECTIVE:

Given a presentation by a banker on the process of borrowing money for a business and discussion, the student will demonstrate understanding of the terms *bank loan* and *interest* by writing sentences explaining each term.

MATERIALS:

For the Teacher

- Loan application form obtained from a bank
- Resource 25–1, "Simplified Loan Application" form
- Transparency of Resource 25–1, "Simplified Loan Application" form
- Resource 25–2, "Borrowing from the Bank" (Transparency)
- Resource 25–3, Sample Letter to Banker

[1]The bank may ask you to cosign the loan in the event that the business fails to make enough money to pay back the loan.

For Each Student

- Optional: Copy of Resource 25–1, "Simplified Loan Application" form
- Activity 21, "Loans and Interest"

For the Banker-Visitor

- Letter to confirm arrangements for visit
- Copy of Resource 25–1

SUGGESTED PROCEDURE:

I. Planning for the Banker's Visit

1. SELECT a bank to participate in this activity.
NOTE: When contacting a bank, speak with the bank manager and mention the opportunities for enhancing the bank's position in the community. Suggest that the bank may wish to contact the media. It is newsworthy when a class of third or fourth graders obtains a loan for a class business! *Confirm* all arrangements in writing so as to minimize the possibility of misunderstandings concerning any aspect of the proposed visit (see the sample letter at the end of this lesson).

2. BRIEF the banker on the information to be discussed. It is suggested that you SHOW the banker the simplified loan application form and specific information to be covered, such as the interest or fee for the loan. PROVIDE information on the background of the class, time and place of the presentation, and length of time for the presentation. If the banker has not had experience in speaking to young children, you may wish to take additional time to help the speaker prepare a presentation. A letter of information that can be sent to the banker (Resource 25–3) appears at the end of this lesson.

3. OBTAIN a loan application from the bank and complete the form.

4. RECONFIRM the time and place with the banker a day or two before the presentation.

5. PREPARE the students for the visit by explaining that a banker will be visiting the class to interview them about the loan they will need in order to obtain resources for their business. DISPLAY and DISCUSS the transparency "Borrowing from the Bank" (Resource 25–2).

6. DISCUSS the questions on the application form so that the class has an opportunity to think about the questions.

7. REVIEW appropriate behavior for students when a visitor comes to the classroom.

II. Guest Speaker; Banker's Interview

1. INTRODUCE the banker and explain that the banker has come to interview the students to determine whether or not the bank will lend them the money for their business.

2. The banker should then interview the class and complete the simplified form. The class may want to designate one or two students to speak for the class in the interview.

3. Have each pupil sign the application form.

III. Follow-up Activities

1. After the banker's presentation and to bring this lesson to a close, ASK the pupils the following questions:

   a. What is a loan?

   b. Why did the banker want to interview us?

   c. Do you think the banker should lend our business the money? Why or why not?

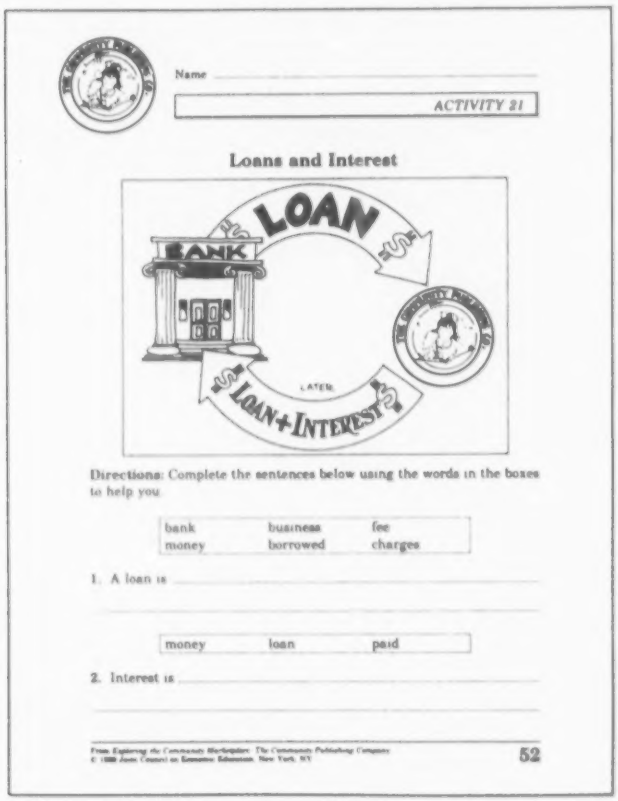
   d. Why do you think the banker charges interest for lending the money?

   e. Can you name some businesses in our community that might want a loan from a bank?

   f. How do you think other businesses might use money borrowed from a bank?

   In order to involve all pupils in this discussion, have them first discuss their individual answers with a classmate. You can walk around the room, monitoring pupil responses. Then ask the pupils to share their responses with the entire class.

2. DIRECT students' attention to Activity 21, "Loans and Interest," in their Activity Books and TELL the class to write sentences about these two terms using the words in the boxes. (If you prefer, you may project a transparency of the activity sheet or copy it on the chalkboard. Distribute writing paper and direct the class to write their sentences on the paper.)



Name _____

ACTIVITY 21

Loans and Interest

Directions: Complete the sentences below using the words in the boxes to help you.

bank	business	fee
money	borrowed	charges

1. A loan is _____

money	loan	paid

2. Interest is _____

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Possible answers:
(1) A loan is *money borrowed from a bank. The bank charges a fee for a loan.*
(2) Interest is *money paid for a loan.*
(3) Why are banks important businesses in our community? *Banks are important businesses in our community because they can lend money they get from savers to people who want to borrow that money.*

3. DISCUSS sentences pupils have written.

4. HELP pupils write thank-you letters to the banker for visiting the class.

NOTE: At the completion of the unit, you may wish to invite the banker to return so that the class can repay the loan in a ceremonial manner.

Date _____

SIMPLIFIED LOAN APPLICATION

Name of school _____

Name of teacher _____

Class _____

Room number _____

How much money do you want to borrow? _____

How will the money be used? _____

_____

When will you repay the loan? _____

The credit fee (interest) is _____

The owners of the Community Publishing Company are:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Teacher _____

Bank Officer _____

Title _____

Resource 25–2
(Transparency)

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Sample Letter
CONFIRMATION OF BANK REPRESENTATIVE'S VISIT

Dear (insert visitor's name):
Thank you for agreeing to participate in an economic education unit entitled *Exploring the Community Marketplace: The Community Publishing Company*. Specifically, the children of Class _____ at _____ School are forming a publishing business in their classroom. They are studying their community, writing reports about it, and then compiling these reports into a book. The book will be printed and then sold to people in the community.

You can be of great assistance in enhancing our young people's knowledge about economics and financial institutions. Our class is asking your financial institution to provide them with a loan to purchase the necessary resources to produce their community book.

The purpose of this economic education activity is to give a "real world" atmosphere to our class project. Consequently, your assistance in providing our class with a guest speaker and/or a visit to your institution would be greatly appreciated. In either case, the pupils should gain knowledge about the following matters:

1. The purpose of your financial institution.
2. The way your institution helps people in the community.
3. How your institution goes about deciding to grant a business loan.
4. The cost to the borrower of obtaining a loan.

Following discussion of the above questions, members of the Community Publishing Company would like to talk about their particular financial needs, fill out a loan application form, and promise to pay back the loan plus interest.

This type of cooperation between the educational and the financial community should help our children become responsible workers, entrepreneurs, knowledgeable consumers, and good citizens.
We look forward to seeing you on _____ at _____.

Sincerely,

_____
Teacher/Class

Lesson 26
STUDY TRIP
(Obtaining a Loan from the Bank)

OVERVIEW:

This optional lesson gives students the experience of visiting a bank to obtain a loan for their business. The lesson requires advance planning.

NOTE: You must determine in advance the amount of money to borrow based on the Worksheet for Estimating Resource Costs, in Lesson 21.

CONTENT FOCUS:

Financial institutions of all types (commercial banks, savings and loan associations, credit unions, etc.) serve as intermediaries between savers, whose deposits they accept, and borrowers, who wish to borrow money. To facilitate this exchange, an incentive is provided for savers to put their money under the control of the financial institution. This incentive is the interest savers earn on the money they deposit. The interest that is paid to savers comes from the credit fee (interest) financial institutions charge people who borrow. Interest charges also help the financial institution pay its costs of operation and earn a profit.

Students should understand that banks lend money to businesses for a fee. This fee is called *interest*. Businesses use the money borrowed from the bank to buy resources in order to produce goods and/or services.

Generalizations:

1. People depend on one another for goods and services.
2. People use community resources to satisfy their wants.

Concepts:

business
credit
interest
loan

SKILLS PRACTICED:

Working with others; decision making.

OBJECTIVE:

Given a study trip to a bank and a follow-up discussion, the student will demonstrate an understanding of the terms *bank loan* and *interest* by writing sentences explaining each term.

MATERIALS:

For the Teacher

- From previous lesson: Resource 25–2, "Borrowing from the Bank," Resource 25–1, "Simplified Loan Application" form

For Each Student

- Permission slips for study trip
- From previous lesson: Activity 21, "Loans and Interest"

For the Banker

- Letter to banker (see Lesson 25)
- From previous lesson: Copy of Resource 25–1, "Simplified Loan Application" form

SUGGESTED PROCEDURE:

I. Planning the Study Trip

1. CONTACT the bank that you wish to visit.
   NOTE: When contacting a bank, speak with the bank manager and mention the opportunities for enhancing the bank's position in the community. Suggest that the bank may wish to contact the media. It is newsworthy when a class of third or fourth graders obtains a loan for a class business! *Confirm* all arrangements in writing so as to minimize the possibility of misunderstandings concerning any aspect of the proposed visit.
   a. Date and time of arrival.
   b. Purpose of the visit and procedure you would like the bank to follow for this activity. Include Simplified Loan Application form.
   c. Description of your class.
   d. Length of time of the visit.
2. VISIT the bank in advance to discuss preparations for the class visit.
3. MAKE arrangements for transportation.
4. PREPARE and SEND permission slips home with students.
5. ARRANGE for adults to accompany students on trip. BRIEF the adults as to what they will do on the trip and for which children they will be responsible. PLAN a ratio of one adult to eight children or fewer.
6. PLAN to return to school with enough time for a follow-up discussion about the study trip.
7. CALL the bank the morning of the visit to remind them that you are coming.

II. Preparing Students for the Study Trip

1. ASK the students to think of how they will get the resources they will need for their business (possible answers: borrowing, buying, donations).
2. EXPLAIN to students they will be visiting a bank to obtain a loan for their business. The bank will be interviewing the class to decide whether to grant the loan. Discuss transparency "Borrowing from the Bank" (Resource 25–2).
3. DISCUSS appropriate behavior for the study trip. Have students demonstrate appropriate behavior. Since the banker will be interviewing the students, you may want to designate one or two students to speak for the class in the interview. Practice interviewing procedure in advance so that the students will know how to respond.

III. The Study Trip

1. Briefly REVIEW the purpose of the trip and appropriate behavior.
2. INTRODUCE the banker to the class.
3. ENCOURAGE the banker to follow the Simplified Loan Application form in describing the loan process. HELP the banker and students to

stay on the topic. MONITOR the class closely to be sure everyone understands what is taking place.

4. Before the class leaves the bank, students should sign the loan application form.

IV. Follow-up Activities

1. After returning to school, ASK the following questions:

   a. What is a loan?

   b. Why did the banker want to interview us?

   c. Do you think the bank should have lent our business the money? Why or why not?

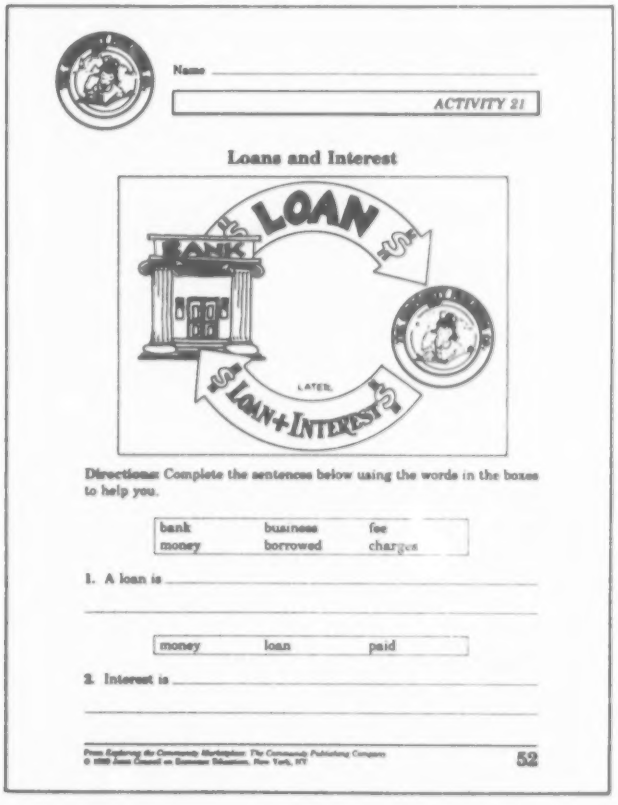
   d. Why do you think the bank charges interest for lending the money?

   e. Can you name some businesses in our community that might want a loan from a bank?

   f. How do you think other businesses might use money borrowed from a bank?

In order to involve all the students in this discussion, have them first talk over their answers with a classmate. You can move around the room, monitoring student responses. Then, ask students to share their responses with the entire class.

2. DIRECT students' attention to Activity 21, "Loans and Interest," in their Activity Books and TELL the class to write sentences about these



Name _____

ACTIVITY 21

Loans and Interest

Directions: Complete the sentences below using the words in the boxes to help you.

bank	business	fee
money	borrowed	charges

1. A loan is _____

_____

money	loan	paid

2. Interest is _____

_____

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two terms using the words in the boxes. (If you prefer, you may project a transparency of the activity sheet or copy the questions on the chalkboard. DISTRIBUTE writing paper and DIRECT the class to write their sentences on the paper.) Possible answers:

a. A loan is *money borrowed from a bank. The bank charges a fee for a loan.*

b. Interest *is money paid for a loan.*

c. Why are banks important businesses in our community? *(Banks are important businesses in our community because they can lend the money they get from savers to people who want to borrow that money.)*

3. DISCUSS sentences students have written.

4. HELP students write thank-you letters to the banker.

5. Optional: Have students draw pictures of their trip to reinforce the experience.

NOTE: At the completion of the unit, you may wish to invite the banker to visit the class so that it can repay the loan in a ceremonial manner, or the bank may be willing to invite the class to pay a return visit for the same purpose.

IV

PRODUCE THE COMMUNITY BOOK

Lesson 27
JOB APPLICATION
(Production Process)

OVERVIEW:

The students discuss the jobs on the production line that will be necessary to produce the books. They consider personal strengths and abilities that would qualify them for particular jobs. They also complete a job application form.

CONTENT FOCUS:

Every person has control over a very important resource, namely, his or her own labor effort. The wage rate for any job is dependent on the supply of and demand for that type of work, and businesses reward workers who are highly productive with higher wages, because there is greater demand for such workers compared with their supply. People can make themselves more productive by using tools and organizing production in more efficient ways. Workers usually produce more when a production task is broken down into a set of smaller, simpler operations, and each worker specializes in performing one of these simpler jobs.

Generalizations:

1. In order to produce a product people must make choices about how to use resources.
2. People organize resources, including their own labor, to produce a particular product.
3. The jobs of the people who work in a business are interdependent, and the people must cooperate in order to produce the products.

Concepts:

human resources
productivity
specialization
interdependence

SKILLS PRACTICED:

Writing; following directions; decision making.

OBJECTIVE:

Given a discussion of the jobs available on the book production line and the qualities of a good worker, the student will demonstrate understanding of jobs on the production line by naming skills workers must have for certain jobs and by completing an application form explaining why she or he is qualified for a certain job.

MATERIALS:

For Each Student

- Activity 22, "Production Line Job Descriptions"
- Activity 23, "Job Application"

SUGGESTED PROCEDURE:

1. REVIEW the type of book the students have decided on and the resources necessary to produce it. ASK: "Who will do the work to produce the books?"

2. REMIND students of their experience in the Badge Factory. ASK: "How did we do the work when we produced badges?" *(We specialized, shared the work, and depended on one another.)*

3. ASK:

   a. How could the publishing company produce the book?

   b. What jobs might we need to do in order to produce our book? (Record students' responses on the chalkboard.)

   c. What steps should be followed in the production of the book? (Number the jobs listed on the chalkboard in the order in which they would be performed on a production line.)

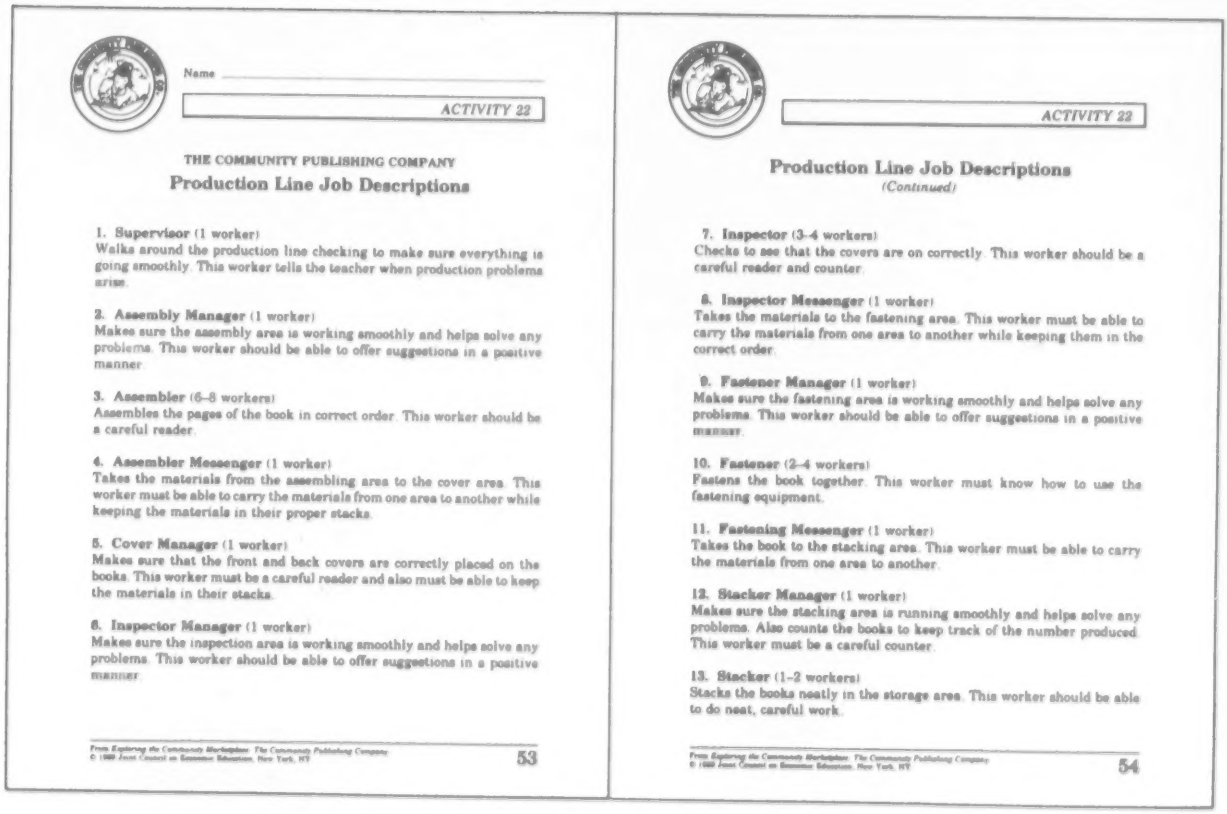
4. INSTRUCT students to turn to Activity 22 in their Activity Books and read the Production Line Job Descriptions.

5. DISCUSS with the class:

   a. What jobs do you believe you could do and also would enjoy doing?

   b. What are some qualities of good workers? *(Cooperation, helpfulness, patience, carefulness, courteousness, and responsibility.)*

   c. Are there some jobs on our production line that require special skills? *(Yes, some require counting skills, reading skills, or managing skills.)*



Name _____

ACTIVITY 22

THE COMMUNITY PUBLISHING COMPANY

Production Line Job Descriptions

1. **Supervisor** (1 worker)
Walks around the production line checking to make sure everything is going smoothly. This worker tells the teacher when production problems arise.

2. **Assembly Manager** (1 worker)
Makes sure the assembly area is working smoothly and helps solve any problems. This worker should be able to offer suggestions in a positive manner.

3. **Assembler** (6–8 workers)
Assembles the pages of the book in correct order. This worker should be a careful reader.

4. **Assembler Messenger** (1 worker)
Takes the materials from the assembling area to the cover area. This worker must be able to carry the materials from one area to another while keeping the materials in their proper stacks.

5. **Cover Manager** (1 worker)
Makes sure that the front and back covers are correctly placed on the books. This worker must be a careful reader and also must be able to keep the materials in their stacks.

6. **Inspector Manager** (1 worker)
Makes sure the inspection area is working smoothly and helps solve any problems. This worker should be able to offer suggestions in a positive manner.

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ACTIVITY 22

Production Line Job Descriptions
(Continued)

7. **Inspector** (3–4 workers)
Checks to see that the covers are on correctly. This worker should be a careful reader and counter.

8. **Inspector Messenger** (1 worker)
Takes the materials to the fastening area. This worker must be able to carry the materials from one area to another while keeping them in the correct order.

9. **Fastener Manager** (1 worker)
Makes sure the fastening area is working smoothly and helps solve any problems. This worker should be able to offer suggestions in a positive manner.

10. **Fastener** (2–4 workers)
Fastens the book together. This worker must know how to use the fastening equipment.

11. **Fastening Messenger** (1 worker)
Takes the book to the stacking area. This worker must be able to carry the materials from one area to another.

12. **Stacker Manager** (1 worker)
Makes sure the stacking area is running smoothly and helps solve any problems. Also counts the books to keep track of the number produced. This worker must be a careful counter.

13. **Stacker** (1–2 workers)
Stacks the books neatly in the storage area. This worker should be able to do neat, careful work.

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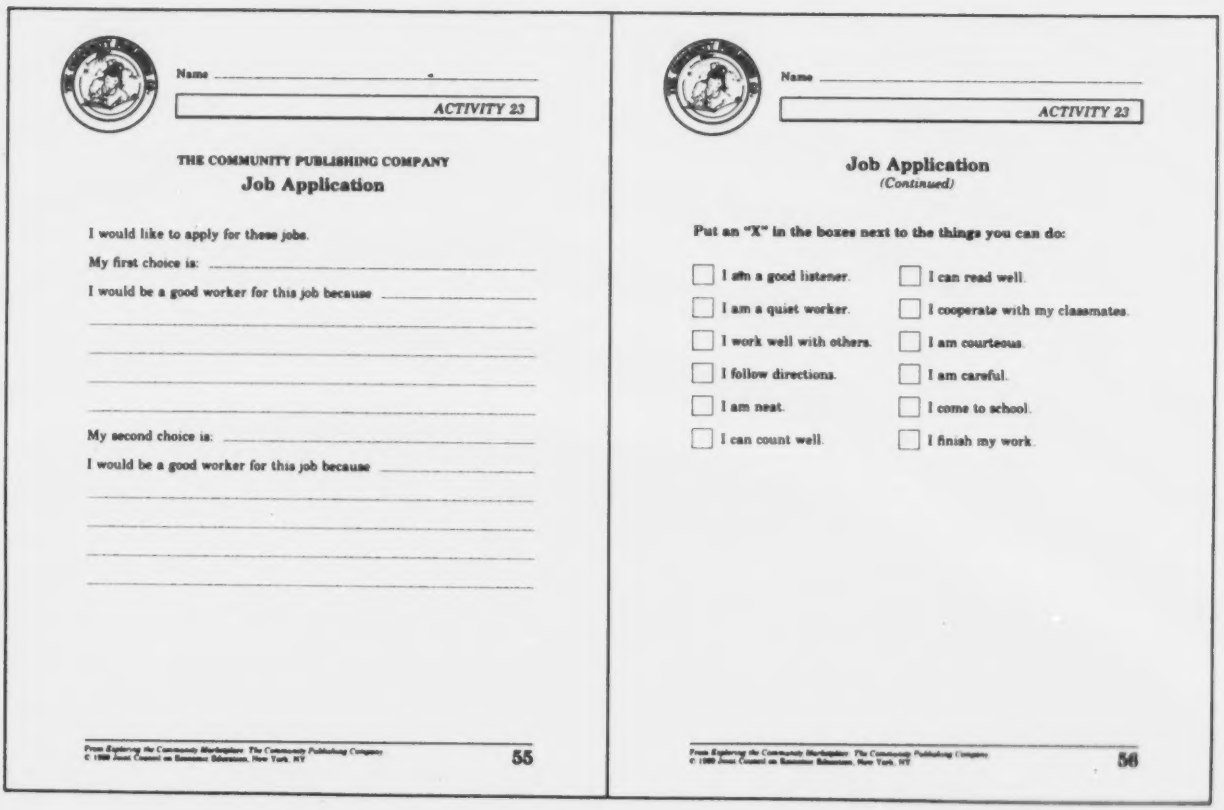
6. DIRECT students' attention to the job application form (Activity 23) and EXPLAIN how to complete it. The students are to check the sentences that describe the type of work they will do and the skill(s) that will qualify them for a particular job. They are also to write one or two sentences telling why they would be good at the job they chose. EXPLAIN that you will try to place all the children in the jobs they choose, but this may not be possible in every case.

Optional: The students may wish to take their job application forms home to discuss with their families.

7. EXPLAIN that in the next lesson, students will practice their jobs and prepare for the production of the books.

NOTE: The students should complete the job application and return it in time for the start of Lesson 28. Use the applications to make the job assignments. Record the assignments on a large chart and display it in the classroom.



Name _____

ACTIVITY 23

THE COMMUNITY PUBLISHING COMPANY

Job Application

I would like to apply for these jobs.

My first choice is: _____

I would be a good worker for this job because _____

My second choice is: _____

I would be a good worker for this job because _____

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Name _____

ACTIVITY 23

Job Application
(Continued)

Put an "X" in the boxes next to the things you can do:

- ☐ I am a good listener.
- ☐ I am a quiet worker.
- ☐ I work well with others.
- ☐ I follow directions.
- ☐ I am neat.
- ☐ I can count well.
- ☐ I can read well.
- ☐ I cooperate with my classmates.
- ☐ I am courteous.
- ☐ I am careful.
- ☐ I come to school.
- ☐ I finish my work.

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Lesson 28
PREPARATION FOR PRODUCTION
(Discussion)

OVERVIEW:

This lesson prepares the class for assembling the books. You will review the steps in production with the class. The students will then develop a list of rules for the workers to follow. At the conclusion of the lesson the workers will make the identification cards they will wear in the next lesson.

NOTE: The production lessons require advance planning and organization. We encourage you to adapt these lessons in any way that facilitates production of the book. Such suggestions appear at the beginning of Lesson 29. Job assignments should have been determined before production begins.

CONTENT FOCUS:

Every person has control over a very important resource, namely, his or her own labor effort. The wage rate for any job is dependent on the supply of and demand for that type of work, and businesses reward workers who are highly productive with higher wages, because there is greater demand for such workers compared with their supply. People can make themselves more productive by using tools and organizing production in more efficient ways. Workers usually produce more when a production task is broken down into a set of smaller, simpler operations, and each worker specializes in performing one of these simpler jobs.

Generalizations:

1. People produce products for sale in the marketplace.
2. People organize resources, including their own labor, to produce a particular product.
3. Businesses organize by establishing administrative procedures and specializing to produce a product.
4. The jobs of the people who work in a business are interdependent, and the people must cooperate in order to produce the products.

Concepts:

human resources productivity specialization

SKILLS PRACTICED:

Working with others; listening with a purpose; analyzing; sequencing; visualizing.

OBJECTIVE:

Given an example of the steps in the production of the book, students will analyze the steps and apply their understanding of the production process by suggesting rules that will help the workers organize and cooperate as they work.

MATERIALS:

For the Teacher

- Resource 28–1, "The Production Process" (Transparency, Part 1, Part 2, and Part 3)

- Resource 28–2, "Identification Cards"
- Chart on which to record rules for the production line
- Chart of job assignments
- Felt-tip marker

For Each Student

- Identification cards
- Scissors
- Glue
- Optional: Small photo of each child (no larger than wallet size) or crayons and 5" × 3" construction paper. (The construction paper provides a background color for the ID card. You will assign a specific color to each job area so that you can readily ascertain the student's job assignment.)

  Suggested Colors:
  Assembly Area: Red
  Cover Area: Purple
  Inspection Area: Green
  Fastening Area: Blue
  Stacking Area: Orange

SUGGESTED PROCEDURE:

NOTE: The actual production process will not start until the next lesson.

1. REMIND students of their jobs in the Community Publishing Company and refer to the job chart prepared after Lesson 27. Also, review what each worker is expected to do.

2. PROJECT transparency "The Production Process" (Resource 28–1). EXPLAIN to the students how the production process will operate, using the transparency as you do so.

3. ORGANIZE groups of two or three students to help ensure that all students will actively participate in the rule-making process. ASK the groups to think of some rules for their company that will help the job of producing the book go smoothly. LIST the suggested rules on a chart and post it in the room. Also, consider such problems as: What will happen if someone is absent? What will happen if someone disrupts the production process?
Examples for the Rules Chart:

   a. Stay in your own work area.

   b. If you are a messenger, stay in your own walk area.

   c. Speak quietly.

   d. Be kind and courteous.

   e. If you have a problem, tell your manager. The manager raises a hand and the teacher or supervisor will come to help.

NOTE: The workers should stay in their assigned work areas. The *messengers* are the only workers authorized to move between work areas.

4. DISTRIBUTE the identification cards. Have students write their names and job titles on the appropriate lines. The students may need to copy the name of the job from the job-assignment chart.

NOTE: You may wish to assign numbers to all students according to their job classifications. For example:

Supervisor—#10
Assembly—Manager #20; Workers #21, #22, and so on
Covers—Manager #30; Workers #32, and so on
Inspection—Manager #40; Workers #41, #42, and so on
Fastening—Manager #50; Workers #51, #52, and so on
Stacking—Manager #60; Workers #61, #62, and so on

5. Students should cut out the ID card and center it on the colored construction paper associated with their job areas. The card should be glued in place on the construction paper.

6. Optional: Students either trim their photographs to fit the space provided on the identification card and glue on the photos or draw a picture of themselves in the space on the card and color the picture.

7. Optional: Laminate with clear contact paper for added strength and durability.

THE PRODUCTION PROCESS

1. Workers go to their work stations and begin their jobs.

2. The **assemblers** put the pages of the books in alphabetical order by author's last name and give the assembled pages to the assembly messenger.

3. The **assembly messenger** takes the assembled pages to the cover manager.

4. The **cover manager** puts the front and back covers on the assembled pages and gives them to the assembly messenger.

5. The **assembly messenger** takes the book to an inspector.

6. The **inspector** checks the book to be sure that all the pages are in order and there are no missing pages.

- Books that are correctly assembled are given to the fastener messenger.
- Books with one or more missing pages are put in a missing page bin. The inspector must clip a slip of paper to the book giving the number of the page that is missing.

7. The **assembly messenger** picks up books in the missing page bin and returns them to the assembly area.

8. The **inspector messenger** takes the correctly assembled books to the fastening area.

9. The **fasteners** secure the books with fasteners and give the finished book to the **fastener messenger**.

10. The **fastener messenger** takes the finished book to the stacking area.

11. The **stackers** stack and keep a count of the books produced and the books may be stacked in groups of five or ten for ease in counting.

IDENTIFICATION CARDS

Name: _____

Job: _____

Number: _____

Name: _____

Job: _____

Number: _____

Name: _____

Job: _____

Number: _____

Name: _____

Job: _____

Number: _____

Name: _____

Job: _____

Number: _____

Name: _____

Job: _____

Number: _____

Lesson 29
THE PRODUCTION PROCESS
(Simulation)

OVERVIEW:

Students produce their class book and thereby experience first-hand how people specialize and cooperate in a business. The children discuss the results of the production process and relate the experience to other businesses in their community.

NOTE: You will probably want to set aside an entire afternoon for this lesson.

CONTENT FOCUS:

Every person has control over a very important resource, namely, his or her own labor effort. The wage rate for any job is dependent on the supply of and demand for that type of work, and businesses reward workers who are highly productive with higher wages, because there is greater demand for such workers compared with their supply. People can make themselves more productive by using tools and organizing production in more efficient ways. Workers usually produce more when a production task is broken down into a set of smaller, simpler operations, and each worker specializes in performing one of these simpler jobs.

Generalizations:

1. People produce products for sale in the marketplace.
2. In order to produce a product people must make choices about how to use resources.
3. Businesses organize by establishing administrative procedures and by specializing to produce a product.

Concepts:

human resources
interdependence
productivity
specialization

SKILLS PRACTICED:

Working with others; evaluating evidence; analyzing; comparing; sequencing; visualizing.

OBJECTIVES:

Given a review of the production activity, the students will apply their understanding of specialization and interdependence by:

1. Participating as workers in the production process;
2. Giving examples of specialization and interdependence in the activity;
3. Completing the "Production Work Report" activity sheet.

MATERIALS:

Materials for the Production Simulation

- Chart of rules for production process
- Chart of job assignments
- Worker identification cards

- Class list (one for each assembler and inspector)
- Book covers (the number will depend on how many books the class will be producing)
- Duplicated reports in alphabetical order of students' last names
- Optional: Business Sign. A large sign on which is printed the name of the company could be made and displayed

For Each Student

- Activity 24, "Production Work Report"

PREPARATION OF WORK AREAS FOR PRODUCTION:

1. Avoid putting a work area in front of an exit area.
2. There are five work areas:

   a. Assembly

   b. Covers

   c. Inspection

   d. Fastening

   e. Stacking

3. Duplicate the front cover prior to the beginning of production. Before doing so, however, put a mark on the left side of the cover to indicate where the book should be fastened and make sure the title of the book tells who produced the book. For example:

   This book was written and produced by the _____ grade
   class of _____ School. 19 _____
   The Community Publishing Company

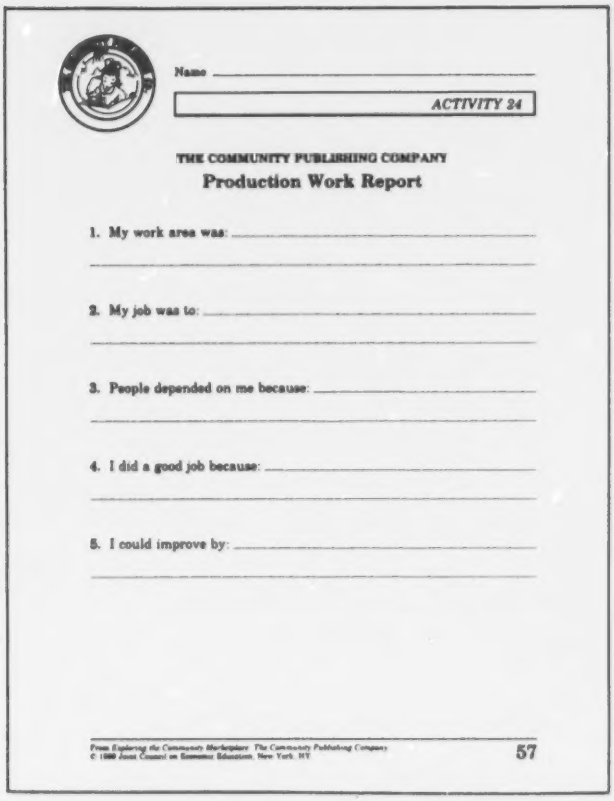
SUGGESTED PROCEDURE:

1. REVIEW arrangements and procedures.
2. REMIND students of their job responsibilities; students should wear their ID cards.
3. BEGIN PRODUCTION.

   NOTE: You may want to arrange a signal with which to start and finish the activity. (The cover workers, inspectors, and stackers must wait briefly while the assemblers produce the first book.)

   You may make any changes necessary to assure the success of the production process, for example, changing the layout of the work areas, changing the number of workers in a work area, or adding another job.

   If there are difficulties, you may want to stop production and discuss them, make necessary changes, and then continue production.
4. At the conclusion of production, INSTRUCT students to locate Activity 24, "Production Work Report," in their Activity Books.
5. The students should complete their work reports and share their responses.



Name _____

ACTIVITY 24

THE COMMUNITY PUBLISHING COMPANY

Production Work Report

1. My work area was: _____

2. My job was to: _____

3. People depended on me because: _____

4. I did a good job because: _____

5. I could improve by: _____

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6. CONDUCT a concluding session.

a. How many books did the company produce?

b. Which work areas were busiest? Why?

c. Which work areas were least busy? Why?

d. Did you notice people working together and cooperating?

e. Were there any work areas in which some workers were specializing within their areas? (For example, the cover people might have specialized: one might have put on the front cover and another might have put on the back.)

f. Do you think workers became more efficient as the production process went on?

g. How did we depend on each other in the company?

h. Can you think of some other businesses in our community that have a production process?

i. Were rules necessary to complete the production process? How were they helpful?

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SELL THE COMMUNITY BOOK

Lesson 30
ADVERTISING
(Writing)

OVERVIEW:

In this lesson, the students write an advertisement to help sell the community book. They also write a slogan about their product. They discuss reasons for advertising and what should be included in a successful advertisement.

CONTENT FOCUS:

Most producers of consumer goods and services use advertising to stimulate demand for the items they make. Advertising provides information about products available for sale. It also demonstrates the relationship of the item to other goods, services, or activities. Advertising is evaluated as successful when it can be proven that more people were willing to buy the product after exposure to the ad than they were before.

Consumers must be aware of the purpose of advertising at all times. Such awareness will allow them to analyze the ad carefully and extract the information found within it. This information will be helpful in determining the costs and benefits derived from purchase as well as to find the possible substitutes that are available in the marketplace.

Generalizations:

1. Businesses advertise their goods and services in order to increase sales.
2. Businesses produce goods and services they think consumers want.
3. People's values, tastes, knowledge of alternatives, including prices of substitutes, and purchasing power determine the choices they make in the marketplace.

Concepts:

advertising business demand

SKILLS PRACTICED:

Creative writing; working in a group; interpreting ideas.

OBJECTIVES:

Given a discussion, the students will apply their understanding of the function of advertising by:

1. Creating and writing an advertising slogan about the community book;
2. Writing two or three sentences telling why people should buy the book.

MATERIALS:

For Each Student

- Optional: Activity 25, Song: "Our Community"
- Activity 26, "A Business Advertisement"

SUGGESTED PROCEDURE:

1. ASK the following questions:

   a. "How do businesses tell people about their products?" Write students' responses on the chalkboard. (*By advertising in newspapers, magazines, telephone directories, and on TV, radio, billboards.*)

   b. "Why do businesses advertise to tell people about goods or services they want to sell?" (*Advertising helps increase sales.*)

   c. "What makes a good advertisement?" Explain to the class that a good advertisement must answer certain questions about the product, such as:
   (1) What is the product?
   (2) Who is selling the product?
   (3) Where can you get the product?
   (4) What is the price?
   (5) Why would people want the product?
   (6) How is the product used?

   RELATE these questions to the Community Publishing Company. Additionally, REMIND the class that an advertisement usually contains a creative idea with which to gain people's attention and to help remember the product. Businesses sometimes create a slogan, jingle, or song about a product that people remember.

2. CONDUCT a guessing game and ask students if they can match the advertising slogan with the product. To increase participation, INSTRUCT students to whisper their answer to a nearby classmate. Then ASK for volunteers to respond out loud.

   Use current slogans (the examples below were well known when this guide was written):
   "Fly the friendly skies of United" (United Air Lines)
   "Melts in your mouth, not in your hand" (M&M Candy)
   "Finger lickin' good" (Kentucky Fried Chicken)
   "Ho, Ho, Ho" (Green Giant Vegetables)
   "Have it your way" (Burger King Restaurant)
   "We do it all for you" (McDonald's Restaurant)

   ASK students to think of some additional businesses that have created a slogan or jingle for their advertisements.

3. ASK: "How could the Community Publishing Company advertise its book?" Accept all suggestions such as use of posters, songs, radio and TV advertising, etc. EXPLAIN to students that they will be writing a slogan for their community book. The slogan should tell something about the book and be short and catchy. ASK if the students have an idea for a slogan that would help sell their book. WRITE their ideas on the chalkboard. Some samples might be:

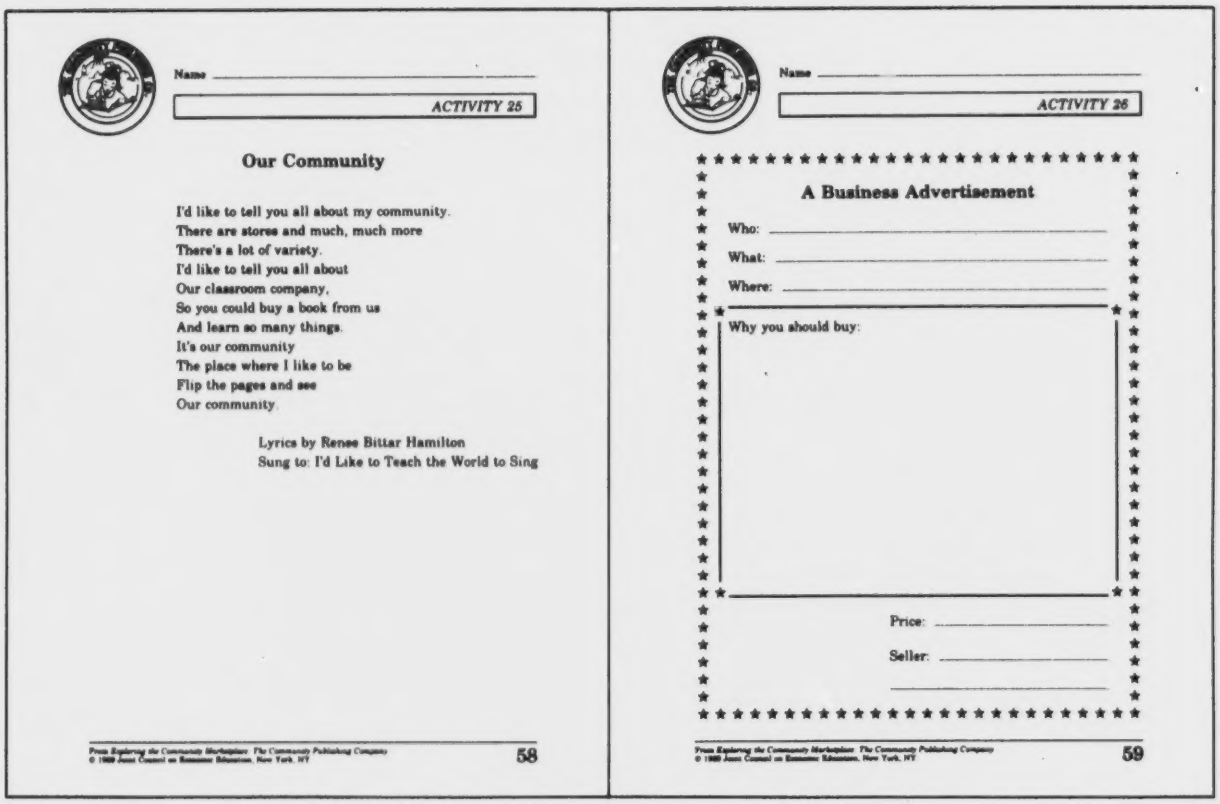
   a. Discover your community—read all about it in our book!

   b. Flip the page and see—our community!

   c. Be a community know-it-all!—Read our book!

   d. Here's your opportunity to learn about our community!

4. Optional: Have students locate Activity 25, "Our Community" in their Activity Books.



Name _____

ACTIVITY 25

Our Community

I'd like to tell you all about my community.
There are stores and much, much more
There's a lot of variety.
I'd like to tell you all about
Our classroom company,
So you could buy a book from us
And learn so many things.
It's our community
The place where I like to be
Flip the pages and see
Our community.

Lyrics by Renee Bittar Hamilton
Sung to: I'd Like to Teach the World to Sing

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Name _____

ACTIVITY 26

A Business Advertisement

Who: _____

What: _____

Where: _____

Why you should buy:

Price: _____

Seller: _____

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SING the song with the children. Then ASK:

a. How does this song advertise our community book?

b. Would people like to sing the song?

Suggest to students that they sing the song at home to help advertise the community book.

5. DIRECT students' attention to Activity 26, "A Business Advertisement." The students should either create their own slogan or use one suggested during the class discussion. TELL the class to write the slogan and a sentence or two telling why people should buy their product in the space provided on the activity sheet.

6. Optional: The students may take their advertisements and song sheets home to help tell about the Community Publishing Company. The advertisements may be displayed in the classroom, around the school or, if possible, on the premises of local businesses.

7. Optional: You may wish to contact a local newspaper publisher and explain the Community Publishing Company and its purposes. The local newspaper publisher may want to print the advertisement or a modified version.

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Lesson 31
SELLING THE BOOK
(Discussion and Role-Playing)

OVERVIEW:

Students study how to be good sales people by practicing a sales speech. The students discuss the steps for selling the book and prepare to sell it.

CONTENT FOCUS:

Producers make decisions as accurately as possible regarding what and how to produce. They attempt to gather as much information as they can by observing their competition and taking market surveys. However, they don't know for sure if they have made the right decisions until the product is produced and brought to the marketplace for sale. It is at this time that consumers decide whether to exchange their money for the item or to use that money for another purpose. If the product does not sell (even after the price has been reduced), the producer has made a mistake and will not earn a profit and, consequently, will not be successful.

Generalizations:

1. In a marketplace, consumers and producers exchange (buy and sell) goods and services.
2. In a marketplace, people are interdependent as producers and consumers.
3. Businesses advertise their goods and services in order to increase sales.
4. People's values, tastes, knowledge of alternatives, including prices of substitutes, and purchasing power determine the choices they make in the marketplace.

SKILLS PRACTICED:

Working with others; following directions; writing a speech.

OBJECTIVE:

Given a discussion on how to sell the community book and role-playing experience in selling it, students will apply their understanding of the community marketplace by selling their book.

MATERIALS:

For the Teacher

- Resource 31–1, "How to Use the Order Form" (Transparency)
- Resource 31–2, "Sales Chart"
- Resource 31–3, Sample Parent/Guardian Letter
- Stapler

For Each Student

- Activity 27, "Book Order Form" (write in cost of book)
- 12" × 18" sheet of construction paper

For Each Student's Family

- Parent/Guardian Letter

SUGGESTED PROCEDURE:

1. ASK students if they can explain what happens in a marketplace. (They should understand that in a marketplace, consumers and producers come together to exchange products and services.) EXPLAIN that as students sell their books they will be in a "marketplace." REVIEW with students what they must do to be effective sellers in the marketplace.

2. ASK students to think of what they will need to remember when selling their books. REMIND them that buyers need information about a product in order to decide whether they want to buy it. The lesson on advertising should have given them the necessary background. Allow time for students to think and then list what they must remember on the chalkboard as they offer their ideas.

The list should include the following suggestions:

- To behave courteously;
- To give information about the book, topic, and price;
- To explain why the person should buy the book.

3. EXPLAIN to students that they will be role-playing how to sell the book, but that first they must write a "sales speech." REVIEW writing and speaking skills (write main ideas, write and speak in complete thoughts and sentences, etc.).

You and one or more students may wish to role-play a speech such as the one below.

SUGGESTED SALES SPEECH

Hello, my name is _____ and I am a student in grade _____ of the _____ School. We have been studying our community and have written a book about it. The book is very interesting.

You will receive a free "Community Badge" if you purchase our book.

The price is _____ . How many would you like to buy? Thank you.

4. REMIND students that they must include certain information for the buyers in their sales speech. WRITE the items of information on the chalkboard.

a. Introduce yourself.

b. Describe or name the topic of the book.

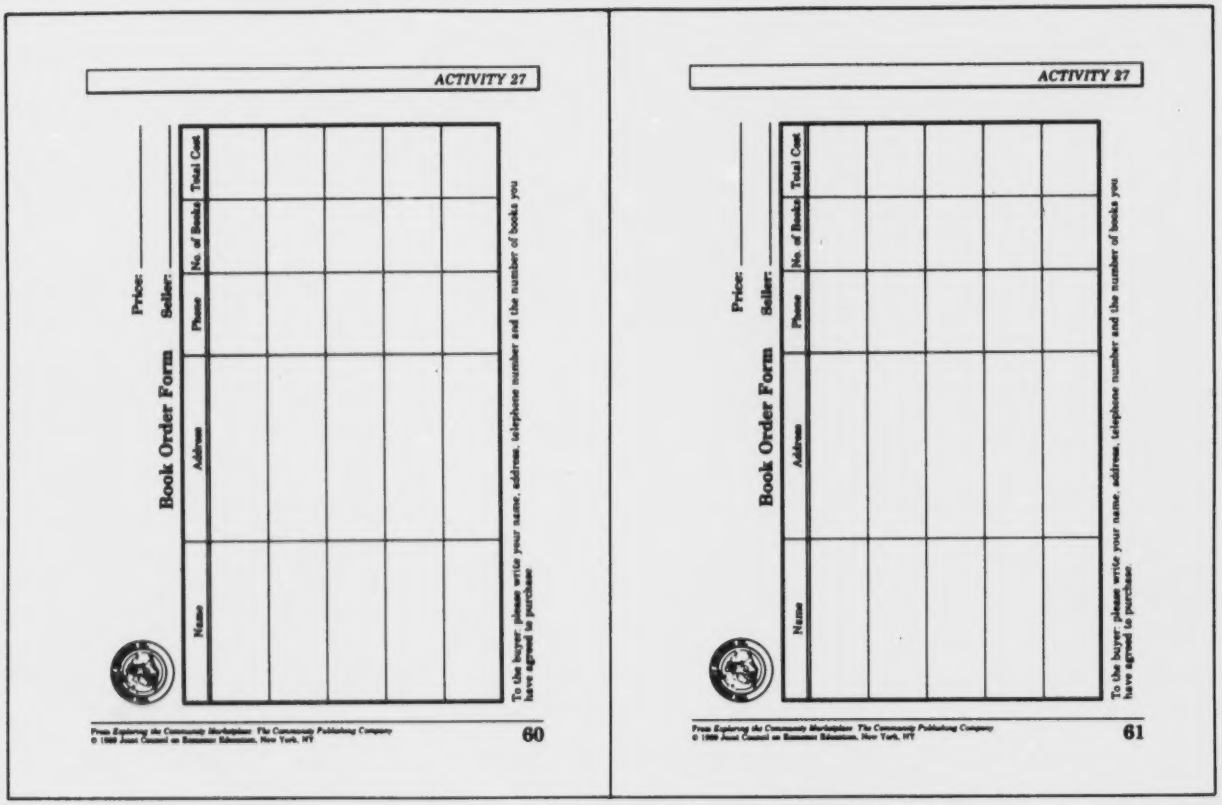
c. Tell about the "Community Badge."

d. State the price of the book.

e. Say thank you.

5. ASSIGN students partners and have the students practice the sales speech with their partners.

Optional: Have students write their sales speeches on a piece of writing paper and insert the statement in the sales booklet.



6. INSTRUCT students to remove the book order forms (Activity 27) from their Activity Books. Have them write the price of the book and their names in the appropriate spaces on the form. DISTRIBUTE construction paper for students to make a sales booklet.

Optional: Students may want to decorate the cover of their sales booklets.

7. USE the transparency "How to Use the Order Form" (Resource 31–1) to explain the form to the students.

8. Students should take the order form with them when they are selling the books. The buyer should complete the order form when ordering the books.

NOTE: Students should sell only to people they know, such as neighbors, relatives, and friends, unless accompanied by an adult.

The order form should be returned to school. You must specify the number of selling days, including at least one weekend during the selling period.

9. Since it is very helpful for students to see how many books are sold, KEEP a tally on the "Books Sold" chart. As students return their order forms, note the quantities ordered, and color one square for each book sold.

10. The money is returned to the school after the books are delivered to the buyers.

NOTE: You must decide in advance if sales are to be in cash only. If checks will be acceptable, you (or a school authority) should determine to whom the checks should be made payable. You should include the information in the order form.

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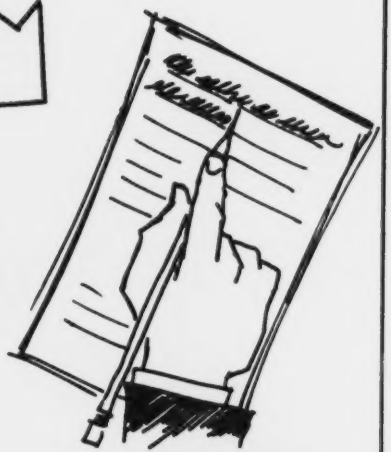
11. DISTRIBUTE **the Parent/Guardian Letter (see Resource 31–3) explaining the sales procedure to each student and instruct the class to take the letter home along with the sales booklet.**

HOW TO USE THE ORDER FORM

ORDER FORM GOES OUT



BUYER COMPLETES ORDER FORM

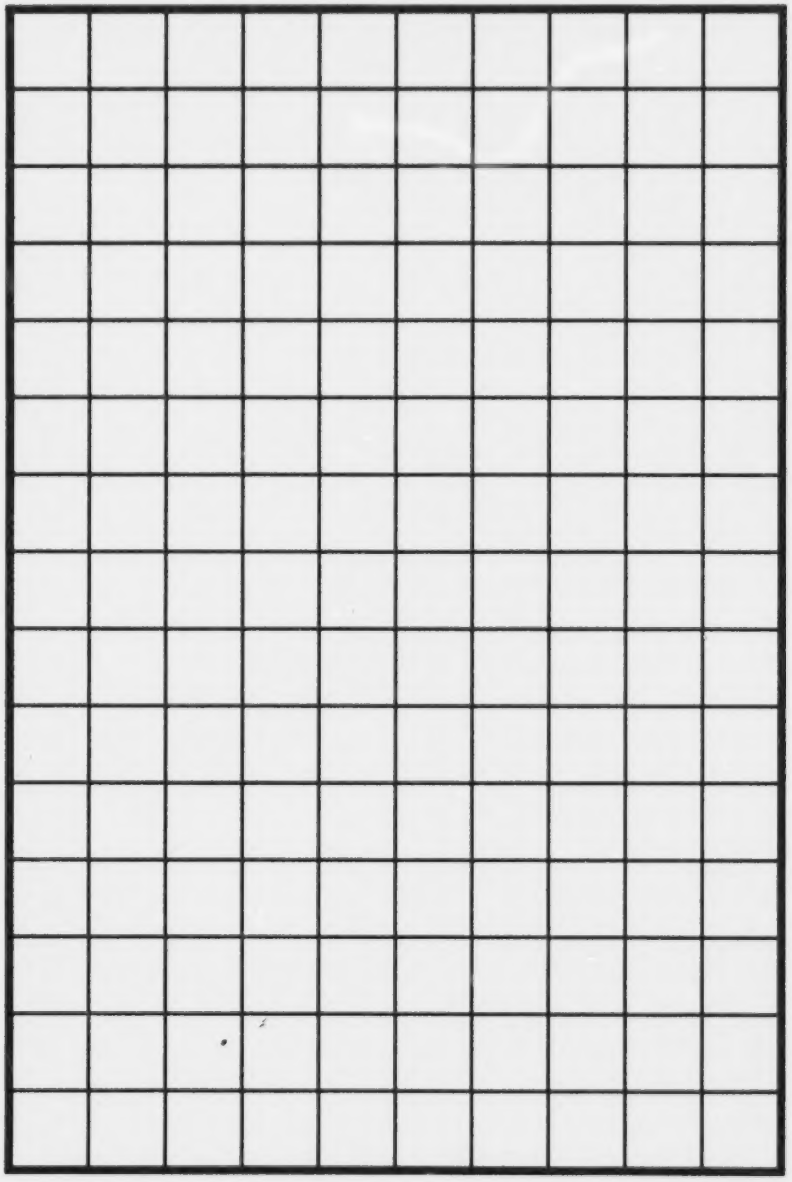
ORDER FORM RETURNS TO SCHOOL

BOOKS GO OUT

BUYER PAYS FOR BOOK

MONEY GOES TO SCHOOL

Sales Chart



Each square marked equals one book sold.
Each row equals ten books sold.

SAMPLE PARENT/GUARDIAN LETTER

Dear Parent or Guardian:

During the past few weeks, your child has been participating in an economic education unit entitled, *The Community Publishing Company*. As you know, your child has done research about the community, written a report about the community, become part of a classroom publishing company, and is now ready to sell a book about the community. As a member of the classroom publishing company, your child will serve as one of its sales persons. The list below includes suggested procedures your child should observe when acting as a sales person for the classroom publishing company, as well as important information concerning the conditions of sales:

1. Children should sell books only to people they know, such as family, friends, and neighbors. If they sell to others or people they do not know, they should be accompanied by an adult family member.

2. There are no awards given to the student who sells the most books. This sales activity is a cooperative effort by the whole class.

3. The book orders will be taken now and delivery will be made in a few weeks.

4. The buyer must pay for the book immediately upon delivery. Payment must be in cash or by personal check made payable to _____

5. The use of the profits (if any) gained from this classroom business will be decided by the class following the distribution of the books and the payment of all costs of production.

Information regarding the success of the Community Publishing Company will be made available to you in the form of an annual business report.

Thank you for your continued support in this very worthwhile project.

Sincerely,

_____

Teacher

_____

Principal

VI

DETERMINE THE AMOUNT OF PROFIT OR LOSS

Lesson 32
CHOICE MAKING
(Discussion)

OVERVIEW:

Once the books have been sold, the class decides what to do with the money left over (if any) after paying back the loan or credit and any other expenses incurred in the business. The teacher emphasizes that the money left over is payment to the class for all its hard work in the company. The students consider what choices are available to them, for example, a class party or treat, a donation for any of various purposes such as charity or to buy more or new educational materials for the classroom, or a division of the money among all the members of the book company for their personal use. Insofar as possible the students rather than the teacher should make the decision. It is a basic economic principle of a market price system that people should make choices about how to spend their own money.

NOTE: You should have compiled all the sales figures before this lesson begins. If the Community Publishing Company has incurred a loss, this would be a good time to discuss the possible reasons for the loss and possible alternative choices the students could have made that might have made the company successful. Possible reasons could include not having based the selling price on the results of the survey or on actual production costs.

Optional: You may wish to invite a representative from the financial lending institution to the classroom, in order that the students may participate in paying back the loan and interest. If the class borrowed the resources from the principal, the principal could be invited to the classroom so that the students can participate in repaying the loan and paying the credit fee.

CONTENT FOCUS:

Producers of goods and services view profit as a measure of success. Profits are used to pay income to the owners of the company, to purchase new machinery for future production, or to donate money to accomplish something good for society. As always, the decision on the use of the company's profit is an economic one that requires assessing the alternatives, gauging the effects on others, determining the opportunity cost, and finally, making the best possible decision.

Generalizations:

1. In order to produce a product people must make choices about how to use resources.

2. The jobs of the people who work in a business are interdependent, and the people must cooperate in order to produce the products.

3. A decision to acquire the benefit of one action or thing is also a decision to give up the benefit of the next best alternative (opportunity cost).

4. People's values, tastes, knowledge of alternatives, including prices of substitutes, and purchasing power determine the choices they make in the marketplace.

Concepts:

choice	interest	opportunity cost
credit	investment	profit
	loan	

SKILLS PRACTICED:

Decision making; working in a group; addition and subtraction.

OBJECTIVE:

Given an opportunity to participate in a choice-making activity involving a decision on how to spend the profit earned from the book company business, the students will determine the best choice for using the profit.

MATERIALS:

For the Teacher

- Resource 32–1, "Financial Report" (Transparency)

For Each Student

- Activity 28, "Financial Report" (Form A or Form B)

SUGGESTED PROCEDURE:

1. CONDUCT a meeting of the members of the Community Publishing Company. The purpose of the meeting is to (a) report to the students the final financial status of the company; (b) decide how to spend the profit; and (c) decide what to do if a loss was incurred.

NOTE: If you and your students decided earlier in the unit (Lesson 21) to select officers for the publishing company, the officers could give reports on the company's status, etc.

2. INSTRUCT students to complete Form A or Form B of Activity 28 ("Financial Report") depending upon the option selected. For information on the bank loan or credit from the principal you may have students refer to the agreement they signed in Lesson 24 or Lesson 25. USE a transparency of the financial report (Resource 32–1) if necessary to help students with the computations.

3. Questions for discussion:

a. What were the costs of producing the book? (Consider the costs of human, capital, and natural resources.)

b. Was it worth the value of the class's time?

c. Would there have been better ways to use class time and resources?

d. What is the opportunity cost of this project?

4. EXPLAIN to the students that it was hoped they would have earned a profit from the sale of their book. EMPHASIZE that the earnings are a payment to the class for all its hard work in the company and that now they must decide how to use the money. REINFORCE the idea of choice making. ASK: "What choices do we have?" EMPHASIZE the process of considering the advantages and disadvantages of each choice.

Name _____

ACTIVITY 28

COMMUNITY PUBLISHING COMPANY

Financial Report

FORM A

PRODUCTION COSTS

Amount to be paid school principal for resources used on credit	$	_____
PLUS Credit Fee	+ $	_____
Total Costs	$	_____

SALES

Number of books sold		_____
TIMES price for one book	× $	_____
Total Amount Earned	$	_____

PROFIT (OR LOSS)

Total Amount Earned	$	_____
MINUS Total Costs	$	(_____)
Amount of Profit (or Loss)	$	_____

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Name _____

ACTIVITY 28

COMMUNITY PUBLISHING COMPANY

Financial Report

FORM B

PRODUCTION COSTS

Bank Loan (Co-pay for resources)	$	_____
PLUS Interest	+ $	_____
Total Costs	$	_____

SALES

Number of books sold		_____
TIMES price for one book	× $	_____
Total Amount Earned	$	_____

PROFIT (OR LOSS)

Total Amount Earned	$	_____
MINUS Total Costs	$	(_____)
Amount of Profit (or Loss)	$	_____

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NOTE: You may wish to introduce the concept of investment. The class could employ some or all of its profit to purchase tools or machinery for use in producing another product for sale.

ASK for suggestions from the students on how to use their profit and write these choices on the chalkboard. Guide their suggestions toward those that would be appropriate for their particular situation. REVIEW the concept of choice making and reinforce the idea that they must cooperate to make a decision about how to use their earnings. DISCUSS the various alternative choices, and help students to understand the opportunity cost of those choices. Guide the class to an understanding that people do what they think is best for themselves. That is why people make the choices they do.

5. HELP students decide on the appropriate choice or choices and make plans accordingly.

6. Optional: The principal or a local community official could award the Community Publishing Company a special citation for its work and for its possible donation to the school.

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COMMUNITY PUBLISHING COMPANY

Financial Report

FORM A

PRODUCTION COSTS

Amount to be paid school principal for resources used on credit		$ _____
PLUS Credit Fee	+	$ _____
Total Costs		$ _____

SALES

Number of books sold		_____
TIMES price for one book	×	$ _____
Total Amount Earned		$ _____

PROFIT (OR LOSS)

Total Amount Earned		$ _____
MINUS Total Costs		$ (_____)
Amount of Profit (or Loss)		$ _____

COMMUNITY PUBLISHING COMPANY

Financial Report

FORM B

PRODUCTION COSTS

Bank Loan (Co-pay for resources)		$ _____
PLUS Interest	+	$ _____
Total Costs		$ _____

SALES

Number of books sold		_____
TIMES price for one book	×	$ _____
Total Amount Earned		$ _____

PROFIT (OR LOSS)

Total Amount Earned		$ _____
MINUS Total Costs		$ (_____)
Amount of Profit (or Loss)		$ _____

Lesson 33
ANNUAL REPORT
(Unit Review)

OVERVIEW:

Students assemble in small groups and review what they have learned in the unit. They also complete an annual report activity sheet designed to help them in applying what they have learned to other experiences.

CONTENT FOCUS:

The revenue and expenses of an enterprise must be evaluated in order to report on its progress to its owners and to determine its tax obligation to the government. The traditional method of providing information to interested people is to write and distribute an annual report.

Generalizations:

Review of all the foregoing lessons.

Concepts:

Review of all the foregoing lessons.

SKILLS PRACTICED:

Working in a group; sequencing; synthesizing; evaluating.

OBJECTIVES:

After participating in the unit, students will demonstrate the following competencies by completing the annual report:

1. Understanding of the content focus of the unit;
2. Ability to apply their understanding of the content focus to other economic experiences;
3. Ability to synthesize their learning about the economic system;
4. Ability to evaluate the business venture.

MATERIALS:

For the Teacher

- Resource 33–1, Sample Parent/Guardian Letter

For Each Student

- Activity 29, "Questions for Review"
- Activity 30, "The Community Publishing Company Annual Report"
- Elementary Economist Certificate of Award

For Each Student's Family

- Parent/Guardian letter

SUGGESTED PROCEDURE:

1. CONDUCT a meeting of the Community Publishing Company for the purpose of review and evaluation.

2. CONDUCT a discussion of the questions listed below. Either have the entire class discuss the questions or divide the class into four groups and give each group questions from Activity 29, "Questions for Review." Have the groups read and report their answers to the class.

a. How did we do research about our community? *(Interviewed people, observed as we traveled, visited a business, studied maps, other.)*

b. What did we do with the information we collected about our community? *(Wrote reports we compiled and published in a book.)*

c. What are some businesses in our community that produce goods and/or services? *(Answers will vary.)*

d. What resources did we need to produce the book? *(Paper, labor of students, machines, others.)*

e. What choices did we have to make before we could produce books? *(Decide what resources to use, decide on type of book, etc.)*

f. Explain how the Community Publishing Company produced the book. *(Students should mention production jobs, specialization, etc.)*

g. Why did we need a loan (or credit)? *(To buy the resources with which to produce the book.)*

h. How did the market survey help us? *(It gave us information on how many books to produce and the prices at which people were willing and able to buy books.)*

i. How did we decide on the price for the book? *(Looked at market survey information about how many books people would buy at a certain price and at the cost of resources.)*

j. How did we advertise? *(Posters, song, others.)*

k. Why did people buy our book? *(It contained good information, book was inexpensive, people were willing and able to buy.)*

l. Did we make a profit?

m. How were we dependent on each other? *(Relied on the community for resources, help, sales; each worker completed an important task without which we could not have produced the book.)*

n. Explain how people in our community depend on each other. *(Banker depends on the grocer, the grocer depends on the fire department, etc.)*

o. Explain how businesses decide what products to sell. *(Conduct a market survey, observe buying trends.)*

p. If you wanted to start your own business, what would you do? *(Decide on a product, conduct a market survey, consider necessary resources, cost of resources needed for production, etc.)*

Name _____

ACTIVITY 29

THE COMMUNITY PUBLISHING COMPANY

Questions for Review

1. How did we do research about our community? _____

2. What did we produce with the information we collected about our community?

3. What are some businesses in our community that produce goods and services?

4. What resources were necessary to produce the book? _____

ACTIVITY 29

Questions for Review
(Continued)

5. What choices did we have to make before we could produce our books?

6. Explain how the Community Publishing Company produced the book.

7. How did we decide on the price for the book? _____

8. How did we advertise? _____

9. Why did people buy our book? _____

ACTIVITY 29

Questions for Review
(Continued)

10. Did we make a profit? _____

11. How were we dependent on each other? _____

12. Explain how people in our community depend on each other. _____

13. Explain how businesses decide what products to sell. _____

14. If you wanted to start your own business, what would you do? _____

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3. DIRECT students' attention to Activity 30, "Community Publishing Company Annual Report," in their Activity Books. EXPLAIN the directions and PROVIDE guidance as necessary.

For items 1 to 5 in the report, the students are to write a sentence or two describing the steps they followed as they participated in the publishing company. Item 6 requires the students to complete a financial report about their company. This can be written on the chalkboard for students to copy in their activity sheets. Item 7 requires the students to give a written personal evaluation of the publishing company and to draw a picture. Item 8 asks students to describe their own community business if they were to have one and to draw a picture of it.

4. GIVE each student an Elementary Economist Certificate of Award.

5. DISTRIBUTE the Parent/Guardian Letter which announces the completion of the Community Publishing Company economic education unit and explains the annual report.

6. Optional: The principal or community official could award a special citation to the classroom Community Publishing Company for its work and—if the class chooses to do so—its donation of some or all of the profit to the school.

7. Optional: The local Chamber of Commerce or other business group could be notified about the classroom Community Publishing Company. Also see the Appendix on how to involve the media.

Name _____

ACTIVITY 30

THE COMMUNITY PUBLISHING COMPANY

ANNUAL REPORT

This report is about our classroom business. The words and pictures tell what steps we followed to produce and sell a book about our community.

1. Researching Our Community

2. Writing About Our Community

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ACTIVITY 30

ANNUAL REPORT
(Continued)

3. Forming a Business

4. Producing Our Book

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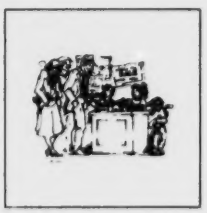
ACTIVITY 30

ANNUAL REPORT
(Continued)



5. Selling Our Book

6. Computing Our Profit or Loss

Financial Report

Total Sales $_____

Less (−) Total Production Costs $_____

Equals (=) Profit or Loss $_____

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ACTIVITY 30

ANNUAL REPORT
(Continued)

7. The Part I Liked Best:

8. My Own Business in the Community Might Be:

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SAMPLE PARENT/GUARDIAN LETTER

Dear Parent or Guardian:

During the past few weeks your child has been participating in an economic education unit entitled *Exploring the Community Marketplace: The Community Publishing Company*. As a member of the Community Publishing Company, your child did research about the community, wrote a report, helped produce a book about the community, and helped sell the book.

The purpose of this letter is to inform you of the completion of the Community Publishing Company project. Your child has an annual report explaining the final condition of the Community Publishing Company. The annual report contains information about some aspects of the project. The first five items describe the steps followed in *producing* the book. Item 6 is the *financial report*. Item 7 is a *personal evaluation*. Item 8 asks your child to put forward an *idea for his or her own business*. A business idea might be opening a lemonade stand or vegetable stand, becoming a newspaper carrier, doing baby-sitting or caring for pets, tutoring, making craft items, etc.

If your child actually wants to undertake such a business activity, we would appreciate any assistance you can give. We recommend that you and your child work together to carry out the following procedures if he or she does decide to form a business:

1. Develop an accurate description of the product your child will sell.
2. List all the necessary resources (materials) needed for production.
3. Calculate the cost of producing a certain number of products.
4. Survey the market (that is, ask friends, neighbors, or relatives) to determine what sort of product consumers want and how much they will pay.
5. Make a final decision regarding the start-up of the business.
6. Buy the resources (materials) for production.
7. Produce the product.
8. Advertise.
9. Sell the product.
10. Evaluate the success of the business by paying all costs and calculating the profits earned.

We hope that you have found this economic education unit worthwhile and that your child has learned useful information about our community, the economic system in which we participate, and the rights and responsibilities we have as citizens.

_____

Teacher

_____

Principal

Appendix

NOTIFY THE MEDIA

The news releases below are illustrative only. Their purpose is to help you organize and write releases of your own that describe the specific unit activities taking place in *your* classroom, *your* school, *your* district, *your* community. The more your article reflects local interest, activities, and information, the more likely it is to win the attention and understanding of your intended readers.

1. Use your familiarity with local conditions and interests to adapt the sample texts to your own community's situation and to the requirements of the local newspaper or other media whose cooperation you are seeking. Insert the names of children, parents, and others who participated or helped in the spaces suggested in the sample texts.

2. Proper timing of news announcements is important. Follow the suggestions that accompany each announcement about when to release it.

SAMPLE ARTICLE ONE
(Release concurrently with Lesson 1)

Should Children Learn Economics?

THIS YEAR MANY of the third- and fourth-graders in *(insert name of school)* will practice the economic way of thinking in their classroom. *(If the school has been teaching this unit previously, you might want to begin with "This year again, . . .")* The children will be studying reading, writing, and arithmetic as they relate to economics. In essence, they will be learning a minimum of two subjects simultaneously. We now have the three Rs with an E.

"But economics is much too difficult for a third-grader," object some parents. "I remember some of the economic definitions we had to memorize in high school. They just didn't mean anything to us."

But instead of teaching obscure definitions, today we try to teach the child in the elementary grades through personal experience. By integrating economics with the teaching of various other subjects—reading, mathematics, music, art, and others—the teacher not only imparts a new excitement to learning, but helps children to see that economics is related to everything around them.

In the classroom, the children will establish and operate a publishing "business." The children will do research about their community, write articles about their community, combine the articles into a book, and reproduce the book for sale in the community. Producing and marketing the book will help teach them how to manage finances and make their own decisions and will help them to become intelligent producers and consumers as well as to understand and appreciate their own community marketplace.

The children involved in those experiences are in their most formative years, the years of maximum possible effectiveness in influencing people's behavior and values, in stimulating their reasoning powers, and in building up their self-confidence.

(Possible option for school or district newsletter: *In future columns, we will give more concrete examples of how economic education adds a new dimension to your child's mental growth.)*

SAMPLE ARTICLE TWO
(Release concurrently with Lesson 2)

Main Street—
An Economic Classroom

ONE OF THE great advantages of the economic education program recently adopted by the *(insert name of school or school district)* is that our community serves as the "classroom" in which our children learn the principles of the American economic system.

A community marketplace provides living examples of every economic concept. Children who learn these concepts will have a background for personal achievement in later years and as adults.

To help our children learn what makes *(insert name of community)* function economically, we first will introduce them to the various elements that make up our community, from the fire department to the supermarkets, from the banks to the city hall, from the factories to the transportation network.

After observing the interdependence of consumers and producers in the marketplace, the students will experience our economic base first-hand by starting and operating their own "business." Although the children will be dealing in pennies, they will be learning the same basic lessons they would receive if they were running a million-dollar business.

Learning by doing, the students will discover the need to answer such questions as: How can we finance the business? What resources will we need to manufacture our product? Who will perform what manufacturing jobs? How will we produce the product to make a reasonable profit? How do we market the product effectively?

They will be answering scores of questions and making scores of decisions—an invaluable experience in learning how to reason. At the same time, operating the business will compel them to learn new knowledge and skills in every traditional subject from arithmetic to reading, from art to social studies.

The children will have some of the community's finest specialists as teachers. From a successful banker they will learn how a business borrows money. From an accountant they will learn how the baker builds a profit into each cookie sold. From a newspaper advertising manager, they will learn how to market a product.

The community will feel the impact of such education almost at once, for the children will be much more knowledgeable consumers and producers after having these experiences. The long-range benefits may be even more gratifying:

- Throughout the program there is constant emphasis on such economic concepts as productivity, incentives, and income.

- By coming to know and understand their home community, the children will develop a hometown loyalty.

- Because this system of education gives everyone—teachers and business owners, parents and bankers, civic leaders and government officials—an opportunity to participate, it fosters a community spirit that increases the odds of success in every community project.

SAMPLE ARTICLE THREE
(Release concurrently with Lesson 3)

The Parent as an Educator

ECONOMIC EDUCATION PROVIDES ample opportunities for parents and older family members to be the educators of children. For example, the economic education program recently adopted by the *(insert name of school or district)* gives all family members the chance to become active participants in their children's education:

- Although the teacher may take the economic education class on visits to some of the community's businesses, in the evenings and on weekends you can enlarge on these experiences by taking your child with you as you go about your day-to-day family activities: shopping at the supermarket, buying clothes at a local mall, taking care of the family banking, visiting the library, stopping by the post office for stamps, etc. Explain the transactions that you engage in at these places. Each of these places is part of our economic system, and the better your child understands what goes on in each transaction, the more likely it is that your child will grow up to be a knowledgeable and responsible consumer and producer.

- Many commonplace events have an economic aspect: the rise (or drop) in the price of milk at the grocery store, the new tax bill, the local engineering firm that is expanding, the desire for a new toy or a higher allowance, etc. At dinner or during other family activities use events such as these as opportunities for mini-lessons in economics. Ask your child his or her opinion on these events.

In this participatory atmosphere, your child will feel a new importance for his or her place in the family structure and will gain self-confidence. By being actively involved in adult activities throughout the community marketplace, the children will also gain a better knowledge of how all the sectors of the economy interact and depend on one another.

SAMPLE ARTICLE FOUR
(Release concurrently with Lesson 4)

A Reporter May Be on the Way to Interview You

IN THE COMING weeks, you may be interviewed by a student reporter from an economic education class: a third- or fourth-grader from *(insert name of school or district)*.

So that you may be prepared for the interview, we would like to give you an example of what the children are doing and the kinds of questions the student reporter may ask you.

In order to learn economic principles first-hand, during the next few months the children will plan, write, illustrate, finance, produce, advertise, and sell a book. The book will be about our community—primarily about the jobs it provides, the products and services it sells, and how people in our community depend on one another to meet their daily wants.

If you own or manage a business in the community, the children may want to describe how a company such as yours contributes to the local economy. But because the children must first understand how your business functions, a student reporter may ask you such questions as: What does this business do? Who buys the product or service the business sells? What does the manager do? How does he or she help other workers? What do the other workers do? How does each worker help others? Name at least three jobs offered by this business (e.g., secretary, sales person, delivery person). Why do workers have special jobs to do? What choices must this business make? What rules must the workers follow in their jobs?

Through your answers and the reporter's observations, the children will begin to understand basic economic concepts. But they have much more to learn, and one of the most important lessons is the economic interdependence of everyone in our community.

For this reason, students will interview persons from all walks of life and ask questions such as: What is your job in the community? How do others in the community depend upon you? What kind of choices do you make in living or working in our community? What do you do to help the community be a better place? What do you like best about our community?

When the children complete their project, they not only will have an understanding of the basic economic concepts, but they will know our community thoroughly and will have gained practical experience in applying the three Rs: reading to get background about the community, writing to record their descriptions of community business and industry, and doing business arithmetic while "managing" their publishing business.

You will have the satisfaction of having contributed to one of the students' first systematic efforts to comprehend our economic system.

SAMPLE ARTICLE FIVE
(Release concurrently with Lesson 30)

Our Community as Seen by Young People

THE STUDENTS IN grades three and four of *(insert name of school or district)* have just completed doing research about our community. Using that information, they wrote a book about our community and have formed a publishing company to produce and sell the book.

(For school or district newsletter, insert selected advertisements from Lesson 30. For other print media, submit copies of selected ads with the release.)

Books can be purchased by contacting *(insert name of teacher or principal)* or any student in the class. This exciting economic education study unit has produced young entrepreneurs who would be pleased to discuss their knowledge of their community marketplace with you.

SAMPLE ARTICLE SIX
(Release concurrently with Lesson 33)

The Community Publishing Company Financial Report

IF YOU HAVE been following the progress of the Community Publishing Company, you may be interested in their final report. As you know, the children in grades _____ at *(insert name of school)* have taken part in an economic education unit. The children did research about our community, wrote a book about our community, formed a publishing business, and sold the book in our community marketplace. How did those young entrepreneurs do? They wrote up the results of their business venture in their company's Annual Report. *(Complete the news release by describing specific results regarding profits earned, use of profits, repayment of loans, awards and citations, etc.)*

(For school district newsletter, place company [class] photograph below. For other print media, submit glossy photo, preferably black and white, with the release.)

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Glossary

(NOTE: If there are two numbered definitions for a concept, you may wish to use the second one with your students.)

Advertise. To tell the public about the kinds and prices of goods and services a business sells.

Business. An individual or group engaged in the production of goods or services for profit.

Capital resources. (1) Tools, buildings, machinery, equipment, roads, and all other goods constructed by people for use in producing goods or services. (2) Goods that are used to make goods.

Choice. *See* Scarcity.

Community. (1) A group of mutually dependent people living in a specific area or the area itself where such a group lives. The members of a community characteristically have continual opportunities for interaction with each other. (2) A place where people live, work, and play.

Consumer. A person, household, or organization that is willing and able to buy goods and/or services.

Credit. *See* Loan.

Demand. The amounts of a good or service buyers are willing and able to purchase at various prices at a given time.

Economic want. A desire that can be satisfied by consuming; i.e., buying a good or service.

Entrepreneur. (1) One who assumes the risk of starting a new business or of introducing a new good or service to the marketplace in the hope of earning a profit. (2) One who takes on the main risk and responsibility for planning, organizing, and operating a business.

Goods. Things found in nature or made by people.

Human resources. (1) The mental and physical skills and abilities of people that are used to produce goods and services. (2) People at work combining resources in order to produce goods and services that consumers (buyers) want.

Interdependence. (1) A mutually supportive relationship between two or more people, organizations, or societies. In economics, a relationship between participants in the marketplace that entails an exchange of benefits between producers and/or consumers. Also, a link between decisions and events in one part of the world or one sector of an economy to other parts of the world or other economies. (2) Needing one another. (The manufacturer [producer] needs people [consumers] who will buy its toys [product].)

Interest. A fee paid by a borrower to a lender for the use of the lender's money.

Investment. The acquisition of capital resources for use in the production of goods and services for sale.

Loan. Money or other valuable items given to people for their use with a promise to repay the money or return the items at a later time.

Marketplace; market. A location or situation in which buyers and sellers come together or communicate with one another in order to exchange goods and services.

Market survey. An interview of potential consumers to determine at what price they would be willing to buy a product.

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Natural resources. Gifts of nature used by people in producing goods and services.

Opportunity cost. The benefits lost when making a choice to use a resource for one purpose rather than another. In choosing between two alternatives there is always an opportunity cost. (To choose to spend an evening playing a game means giving up the opportunity to use that time to, say, watch TV. Watching TV is the opportunity cost of playing the game.)

Partnership. A form of business organization in which two or more people join together as owners of the business.

Price. The amount a buyer pays and a seller receives for a good or service; the amount of money a good or service costs.

Producer. An organization, group, or individual who uses productive resources to make goods and/or to provide a service.

Production. (1) The transformation of resources into goods and services. (2) Creating or providing goods and services.

Productivity. The relationship between the output of goods or services and the input of resources.

Profit. (1) Total sales (revenues) of a business minus all costs of production. (2) The extra money a business keeps from sales after paying all its costs.

Resources. The natural, human, and capital goods resources used to produce goods and services.

Sales. The value in dollars of the goods or services sold; i.e., price times number sold.

Scarcity. (1) The condition that results because people's wants are relatively unlimited and the resources available to satisfy those wants are relatively limited. This condition forces people to make choices. (2) There aren't as many goods available as people would like to buy if they had enough money.

Services. Products that cannot be touched or stored such as medical care, selling, education, transportation, telephone communication. A service is consumed at the instant it is produced.

Specialization. The act of devoting all or most of one's resources to the production of a single good or service.

Economics America
National Council on
Economic Education

A partnership of education,
business and labor

1140 Avenue of the Americas
New York, NY 10036

EXPLORING THE COMMUNITY MARKETPLACE

THE COMMUNITY PUBLISHING COMPANY

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Margit McGuire
Robert W. Reinke

Editor:
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ACTIVITY BOOK

JOINT COUNCIL ON ECONOMIC EDUCATION

EXPLORING THE COMMUNITY MARKETPLACE

Joint Council on Economic Education

232

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THE COMMUNITY PUBLISHING COMPANY

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ACTIVITY 1

OUR SUCCESS STORY

by

The Boys and Girls of Communityville

Directions for assembling the "Our Success Story" book.

1. The pictures on pages 2, 3, 4, 5, 6, and 7 show the main events in the story about the boys and girls in Communityville. Place the pictures on your desk in the order that the events happened.

2. Write the number of the event in the blank space at the top of the page.

3. Stack the pictures in order with number 1 on top.

4. Place the letter from the boys and girls of Communityville on top of the stack of pictures.

5. Place the title page on top of the letter.

6. Staple the pages together.

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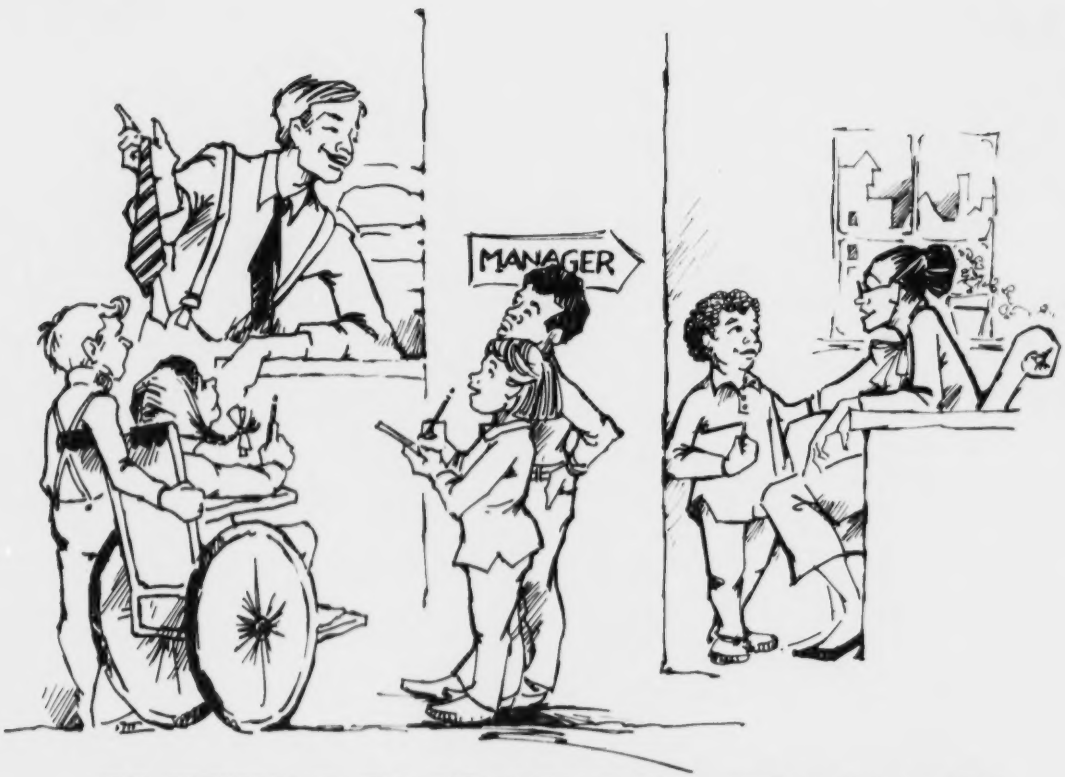

DO RESEARCH ABOUT THE COMMUNITY

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WRITE REPORT ABOUT THE COMMUNITY

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SELL THE COMMUNITY BOOK

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ACTIVITY 1

PRODUCE THE COMMUNITY BOOK

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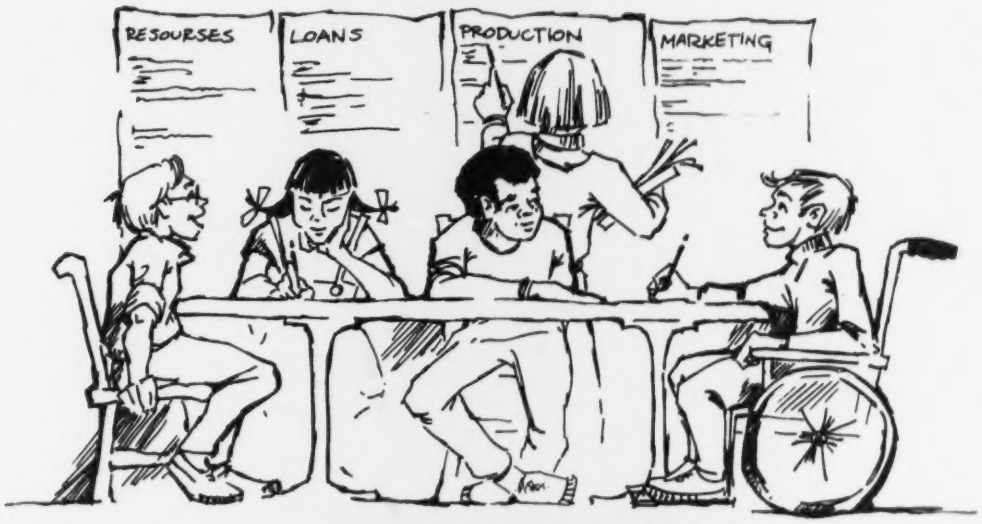

FORM A BUSINESS

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DETERMINE THE AMOUNT OF PROFIT OR LOSS

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ACTIVITY 1

OUR SUCCESS STORY

by

The Boys and Girls of Communityville

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Dear boys and girls,

This book describes the steps that we, the children in Communityville, followed to form a successful business. We hope your class will be successful as you study your community and form a business.

Please share this booklet with your family and friends.

Good luck!

Sincerely,

The boys and girls of Communityville

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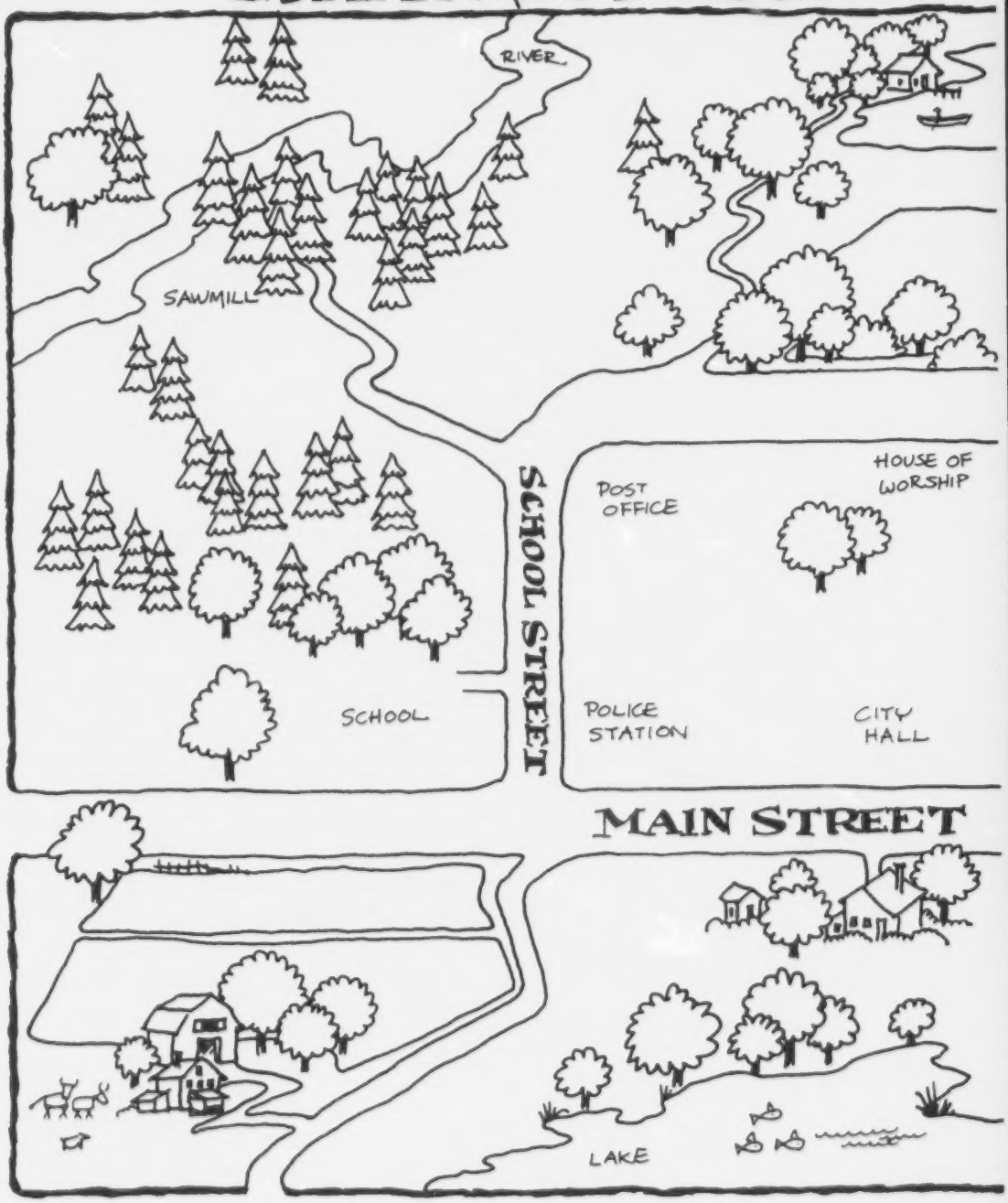
Map of Communityville A Long Time Ago

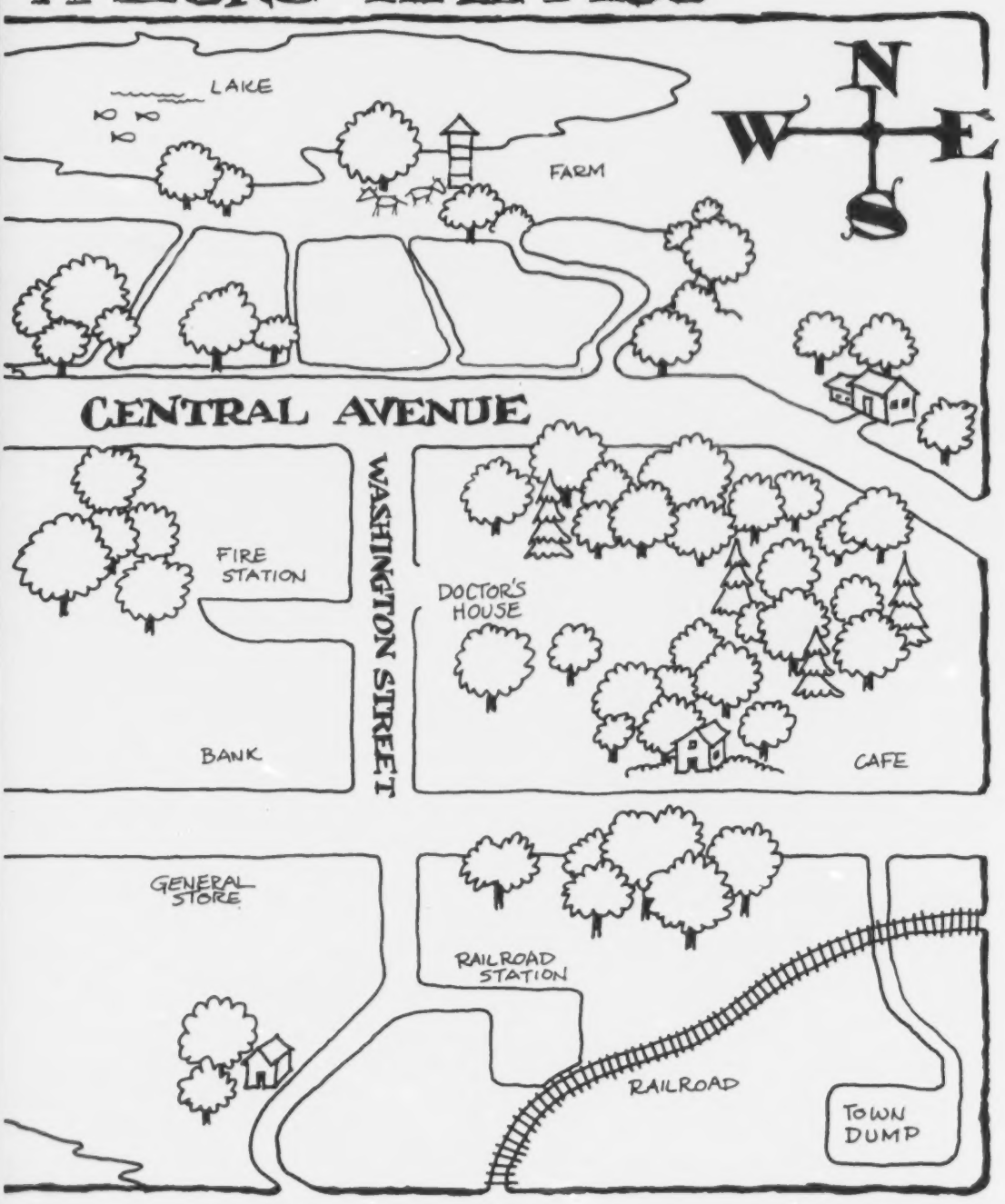
Name _____

ACTIVITY 2

COMMUNITYVILLE . . .



A LONG TIME AGO



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Communityville
A Long Time Ago

Part I

Map Buildings

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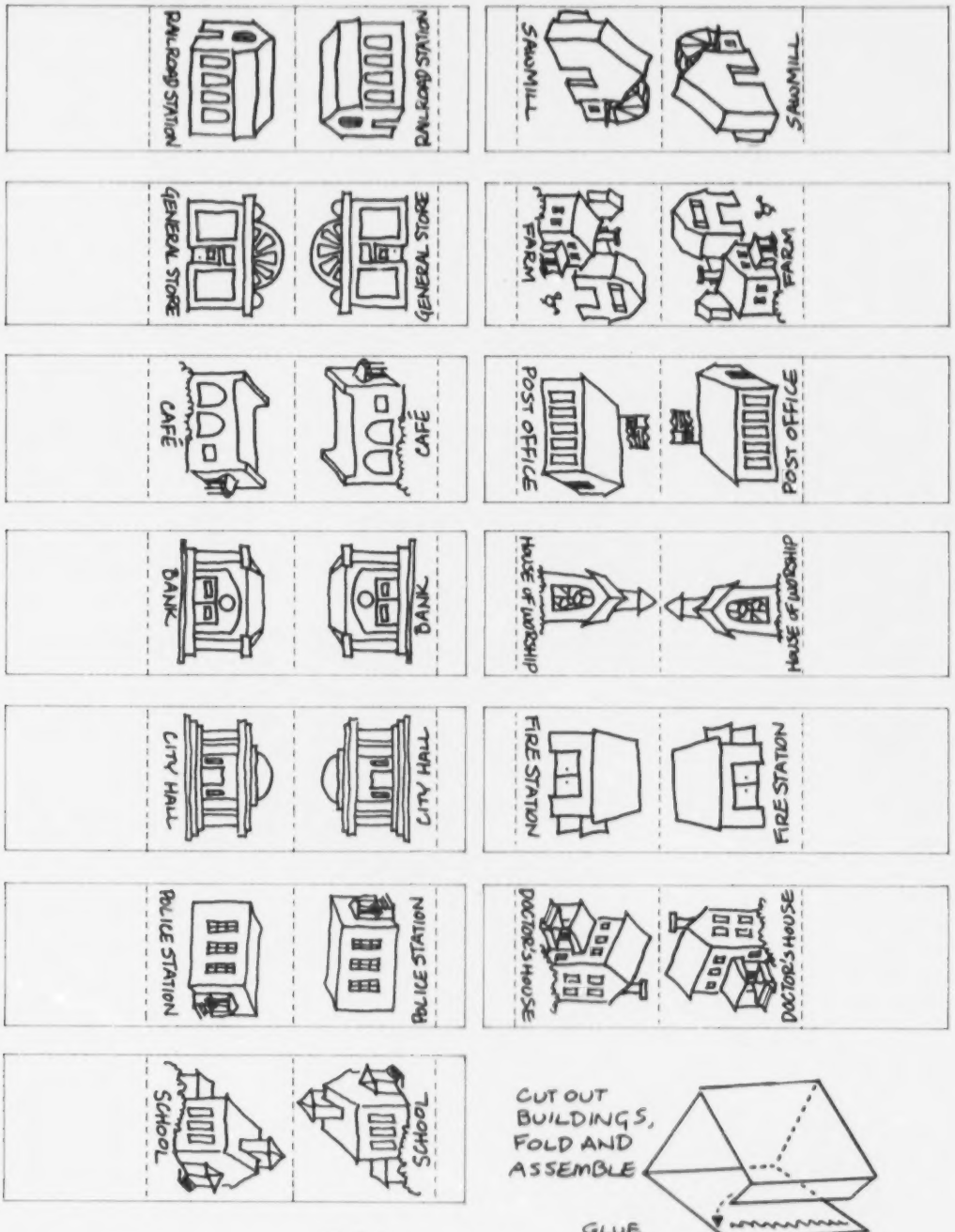
COMMUNITYVILLE...A LONG TIME AGO



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Communityville
A Long Time Ago

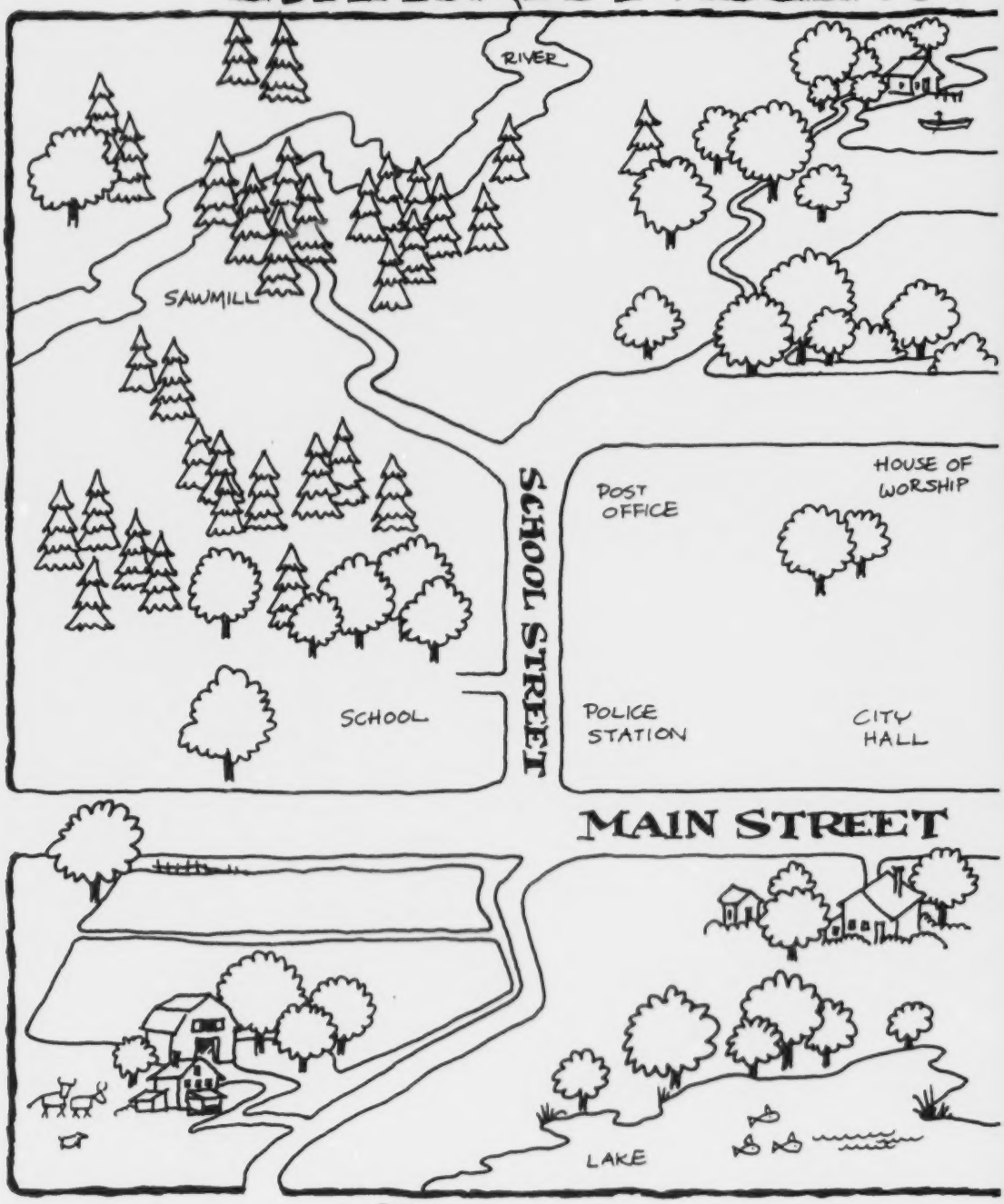
Part II

Map

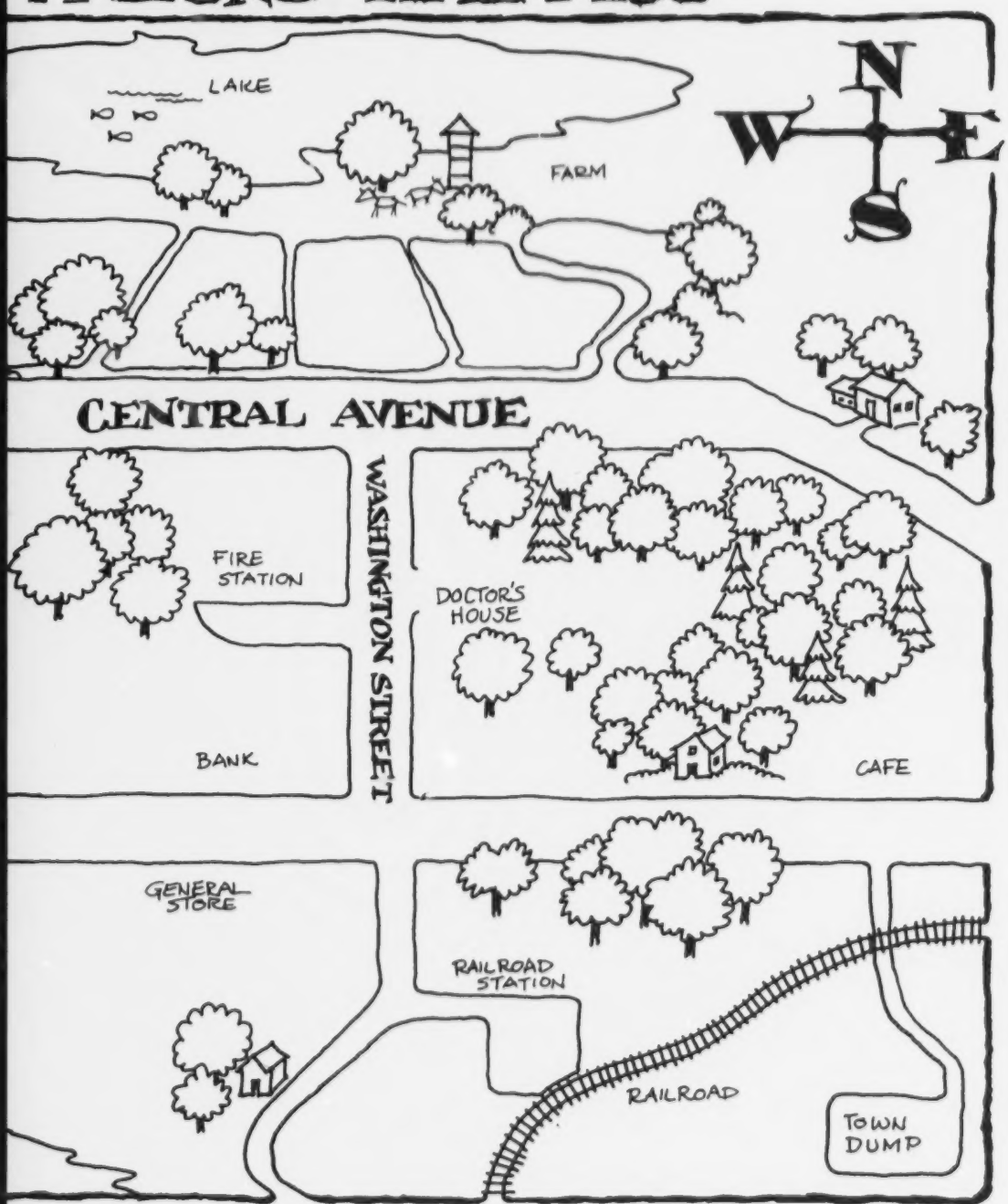
Name _____

ACTIVITY 3

COMMUNITYVILLE . . .



A LONG TIME AGO



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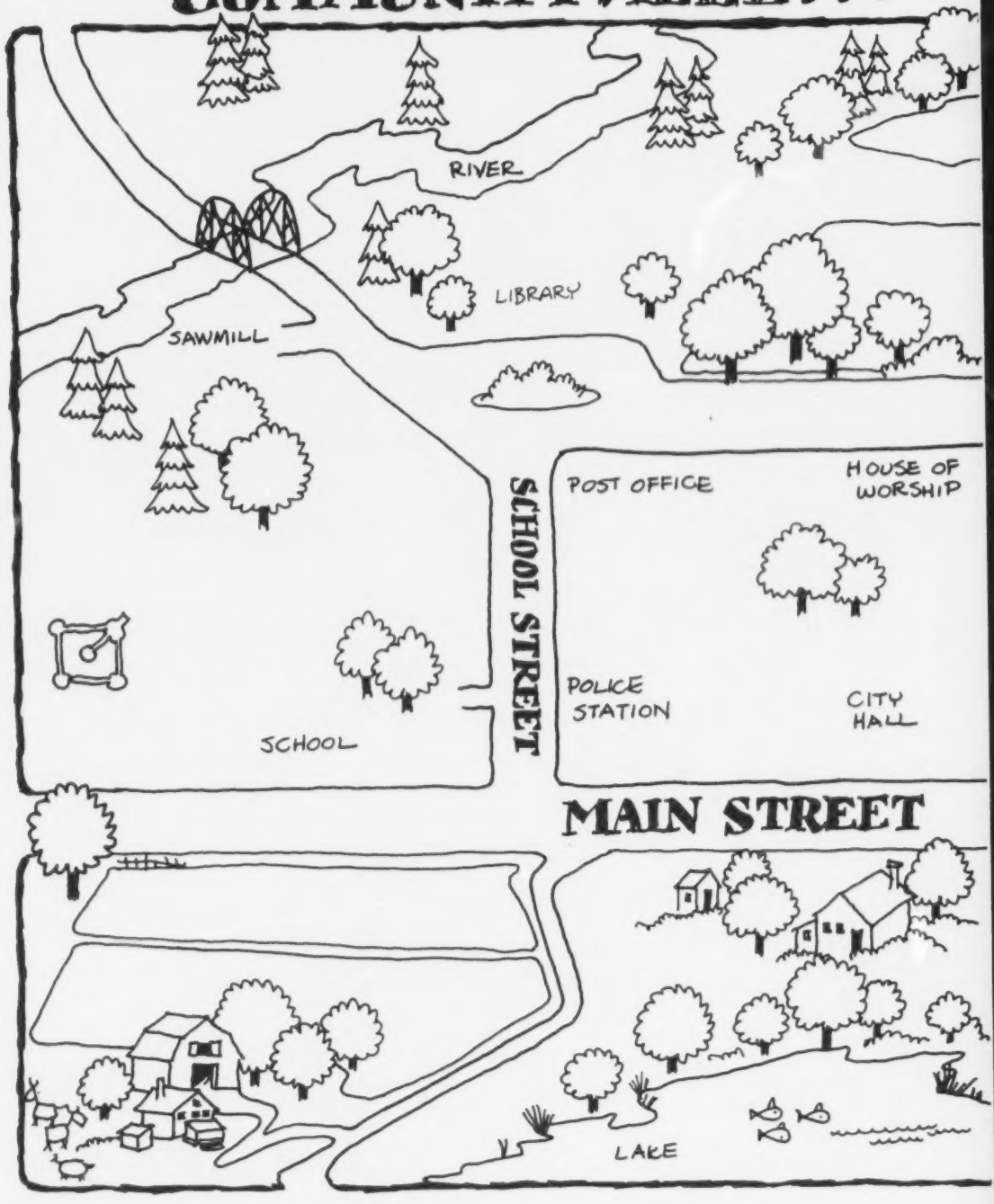
Map of Communityville Growing

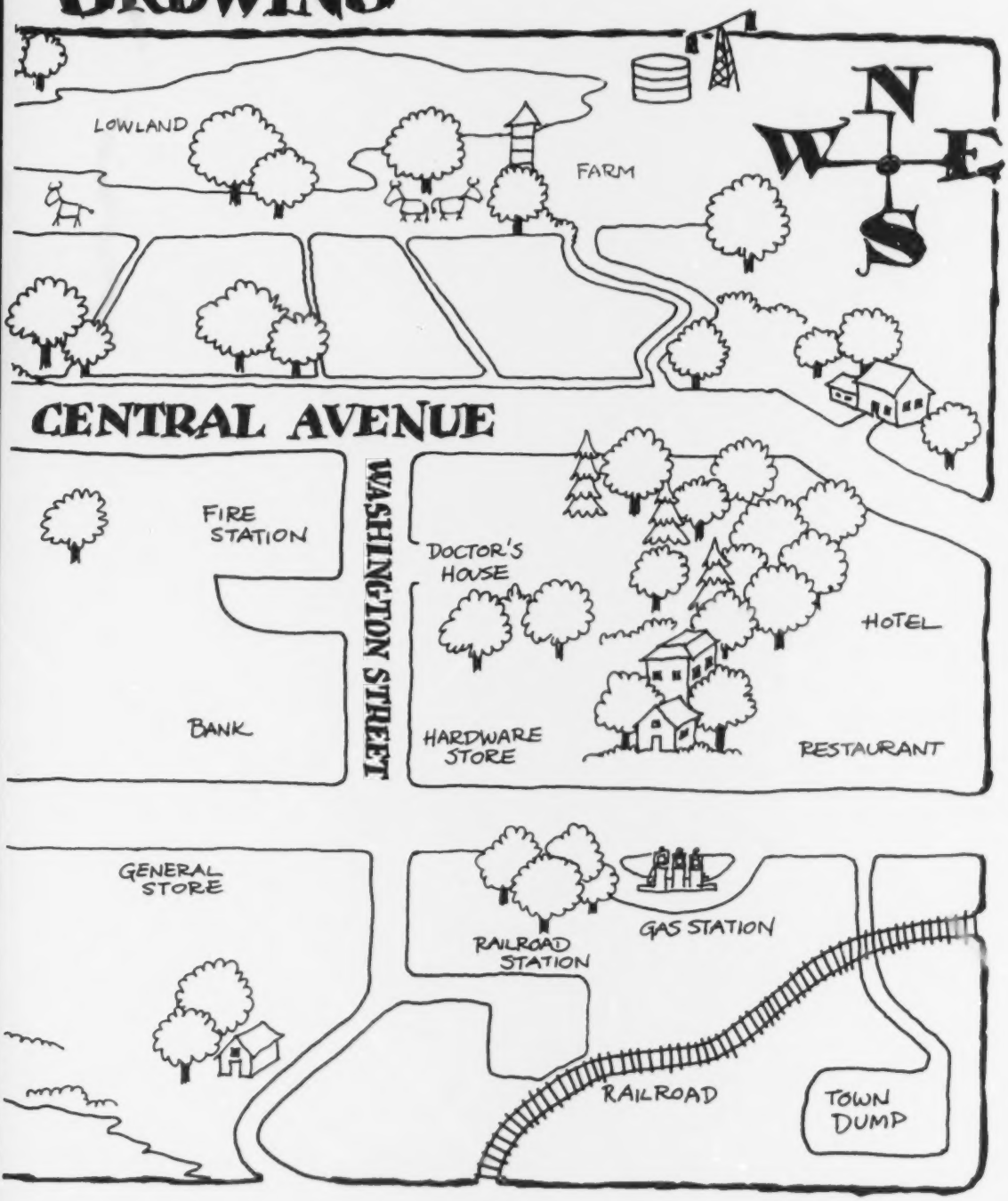
Name _____

ACTIVITY 4

COMMUNITYVILLE...



GROWING



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Communityville Growing

Part I

Map Buildings

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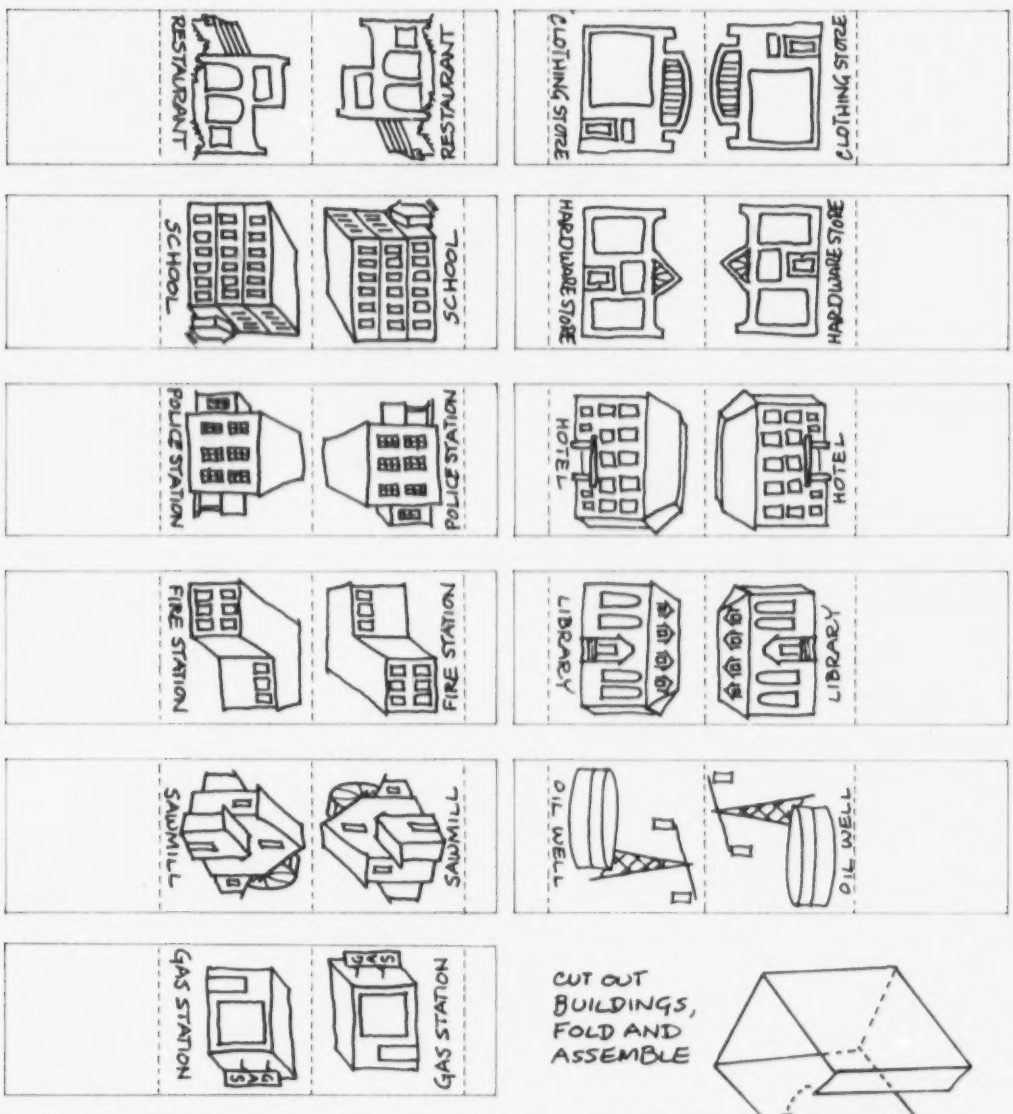
COMMUNITYVILLE...GROWING



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Communityville Growing

Part II

Map

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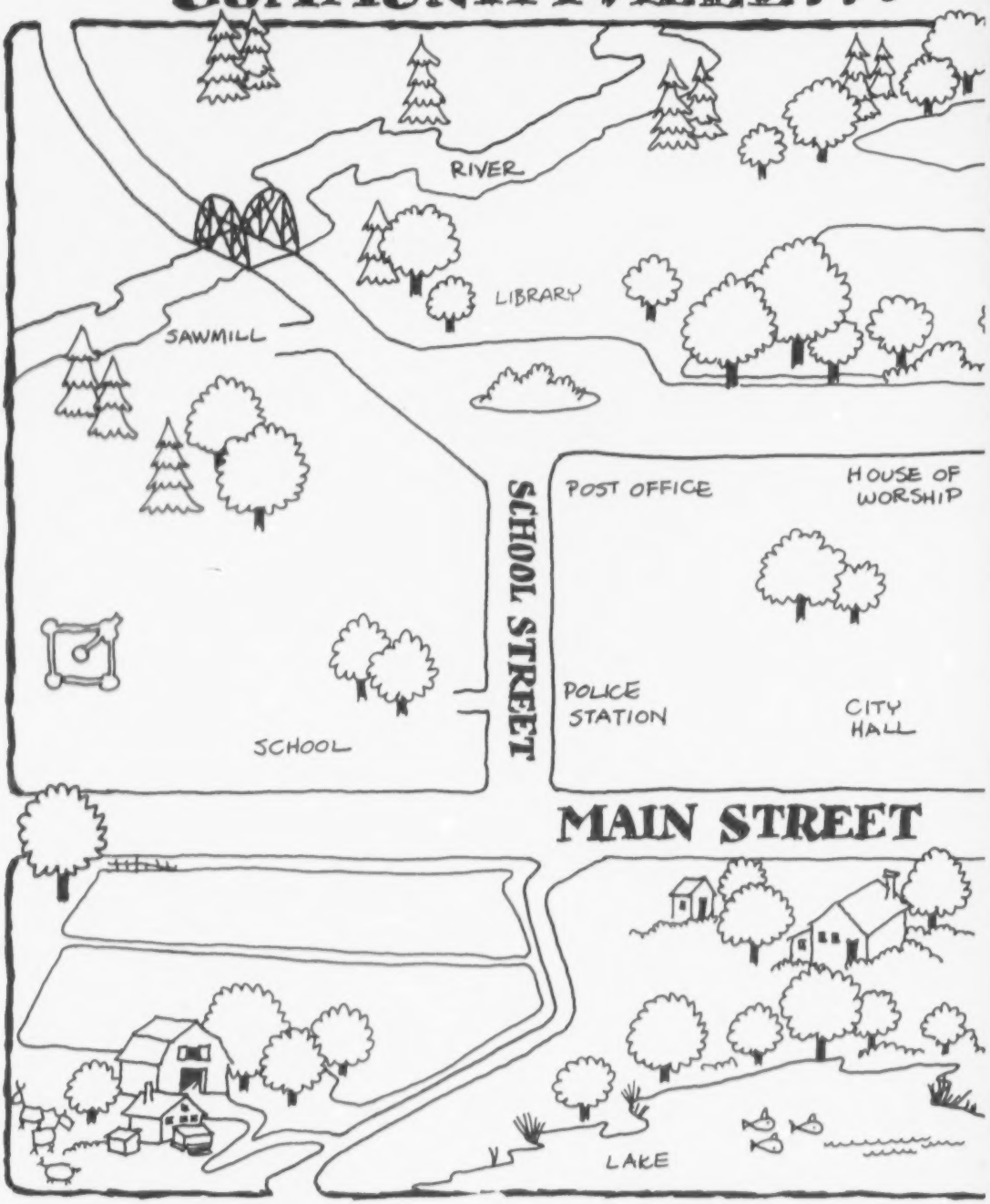
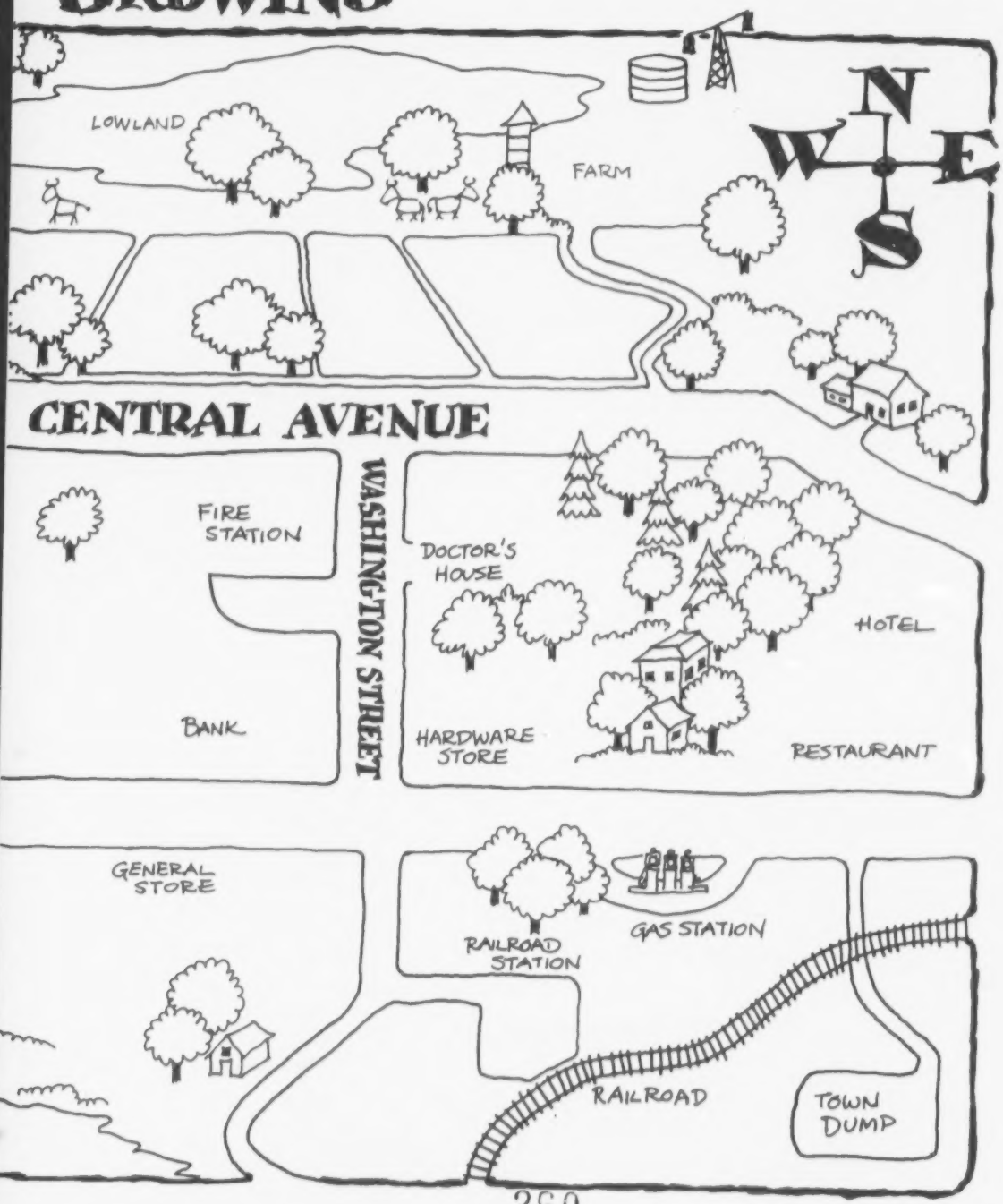
Name _____

ACTIVITY 5

COMMUNITYVILLE...



GROWING



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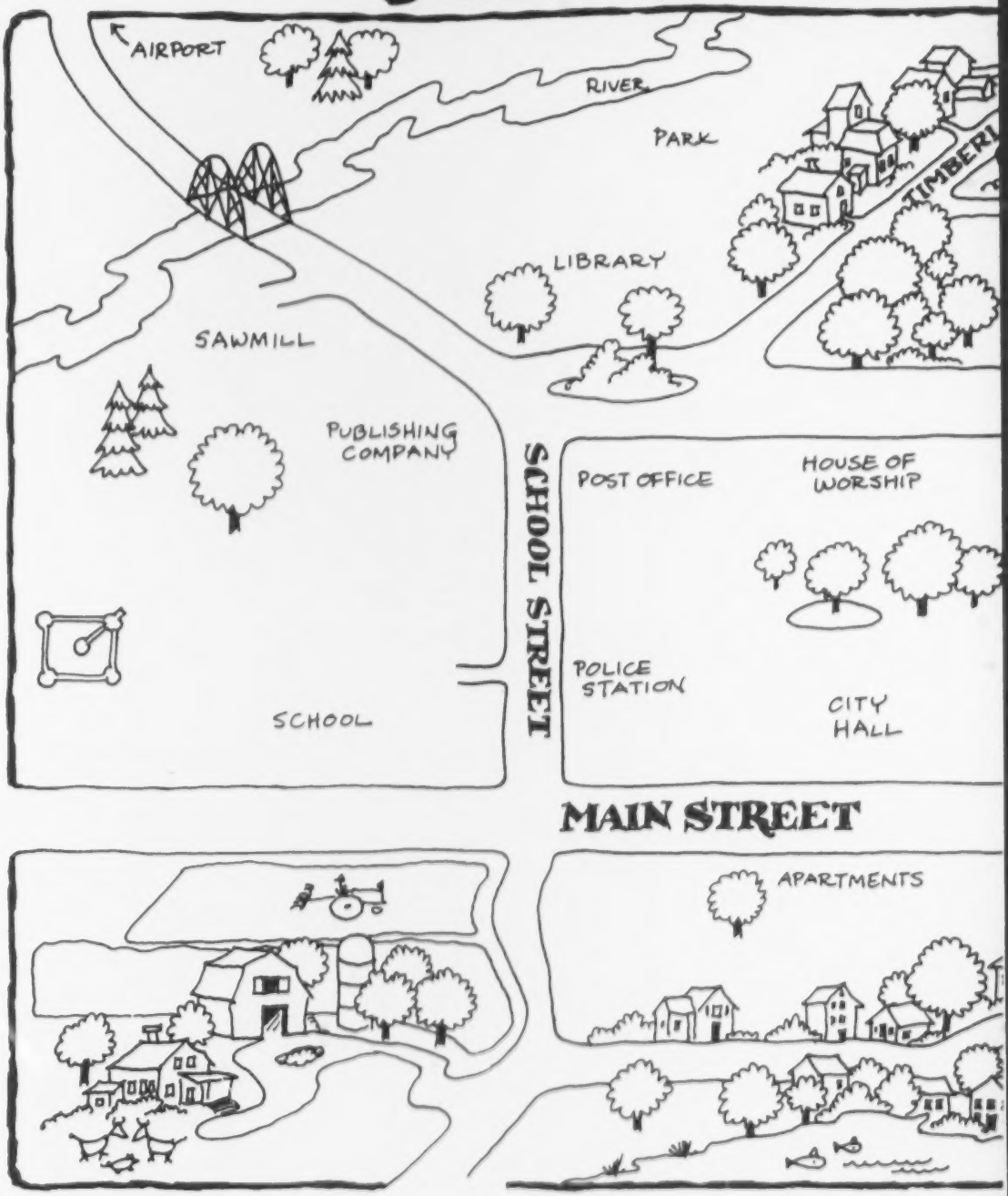
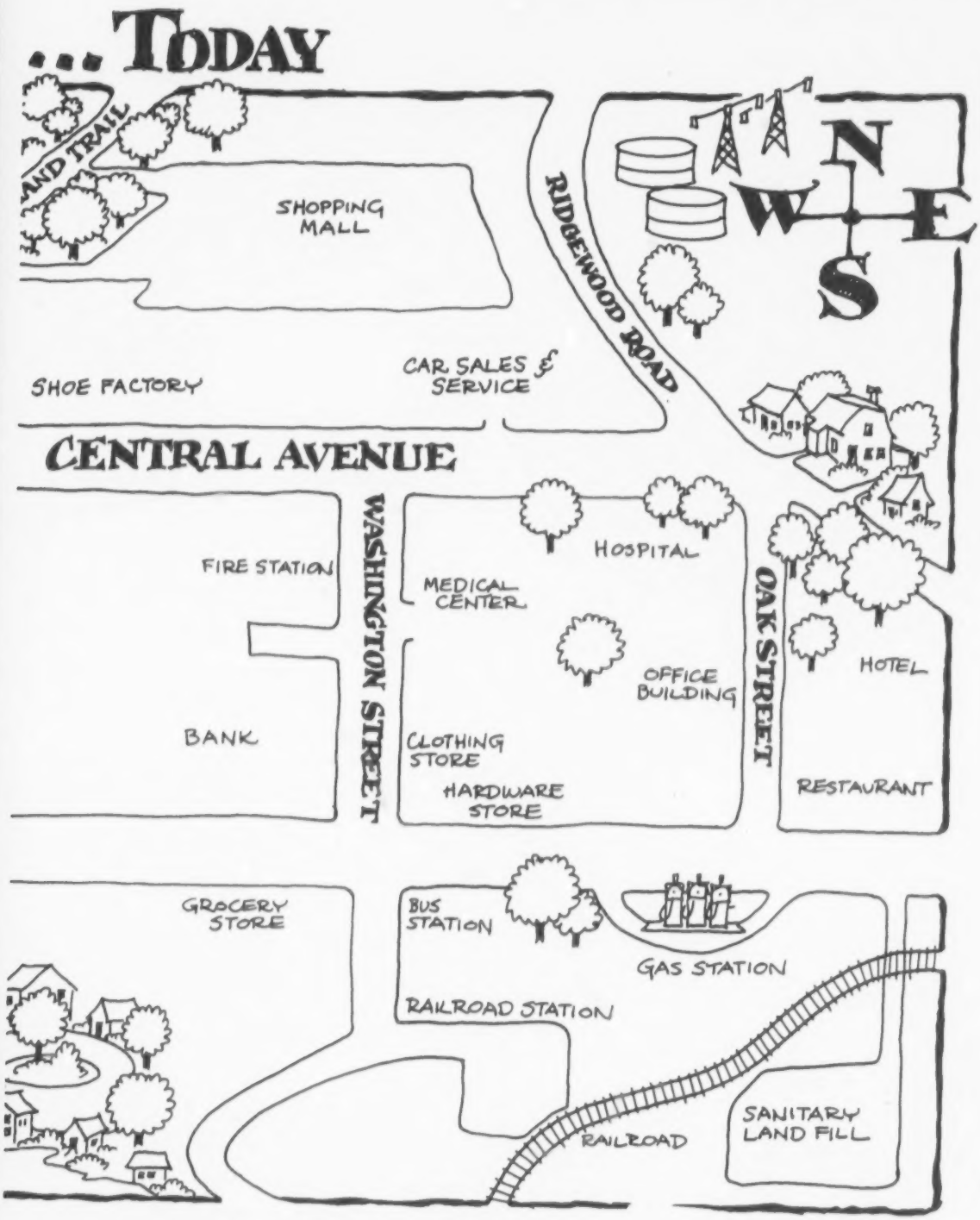
Map of Communityville Today

Name _____

ACTIVITY 6

COMMUNITYVILLE





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Communityville Today

Part I

Map Buildings

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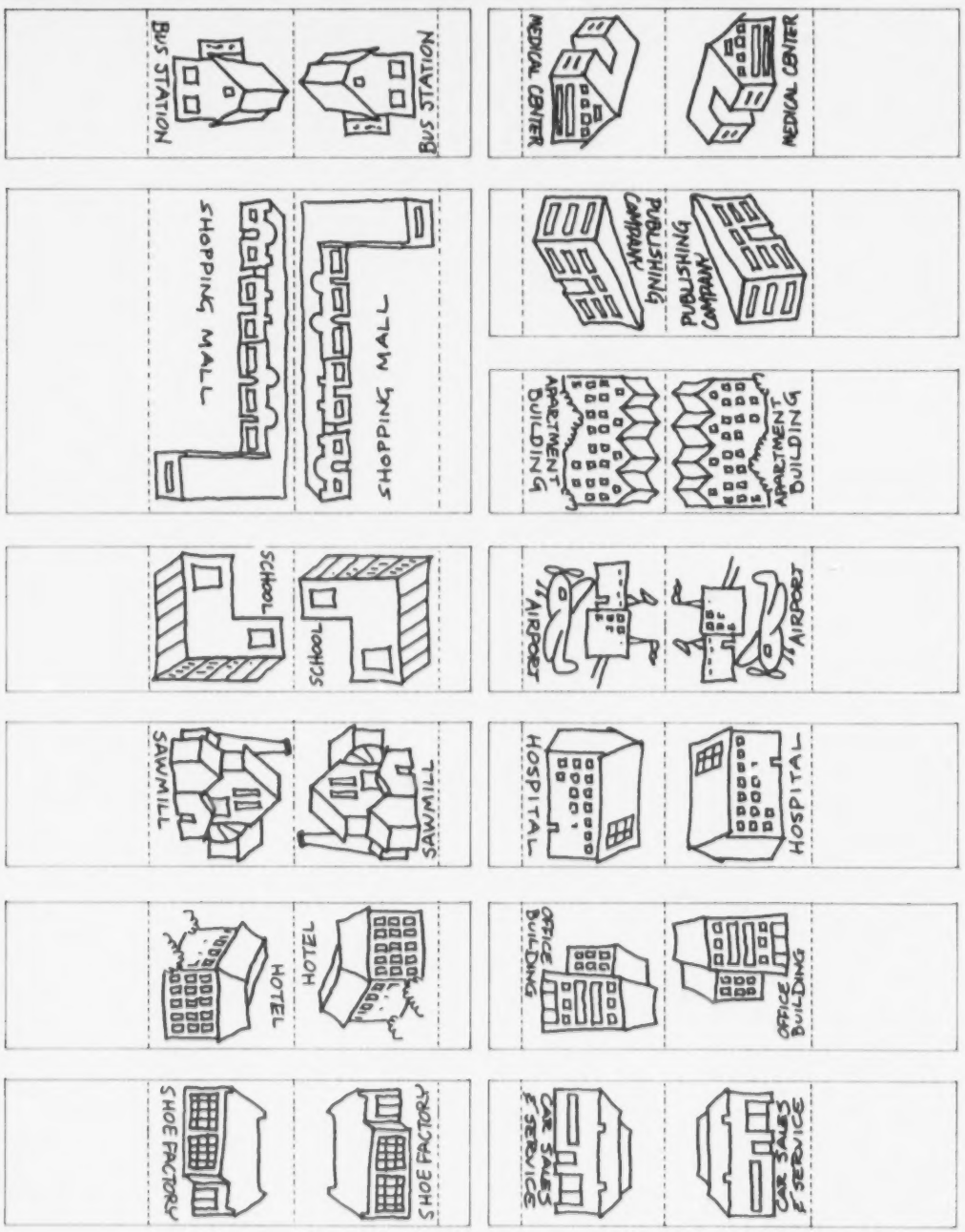
COMMUNITYVILLE... TODAY



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Communityville Today

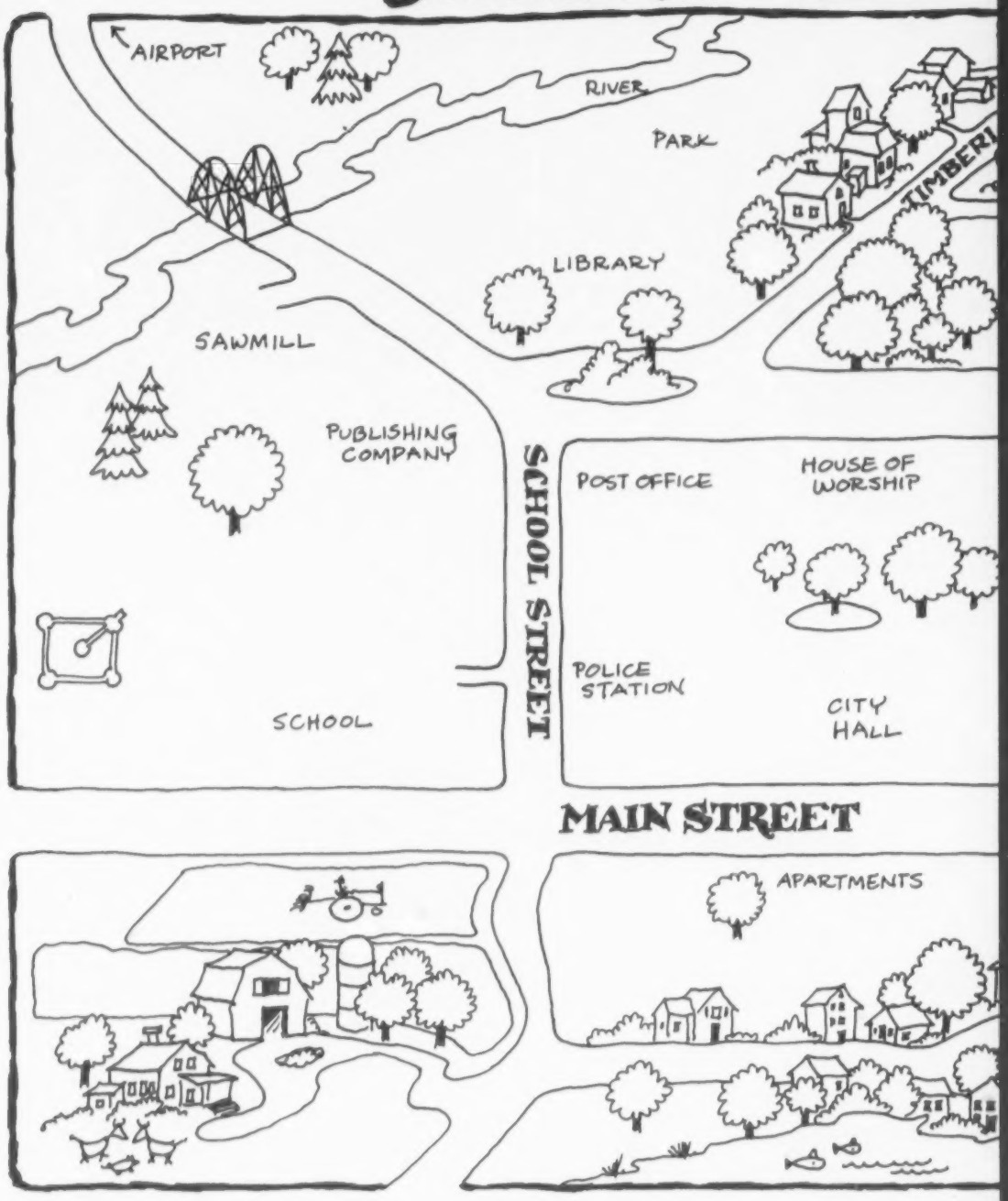
Part II

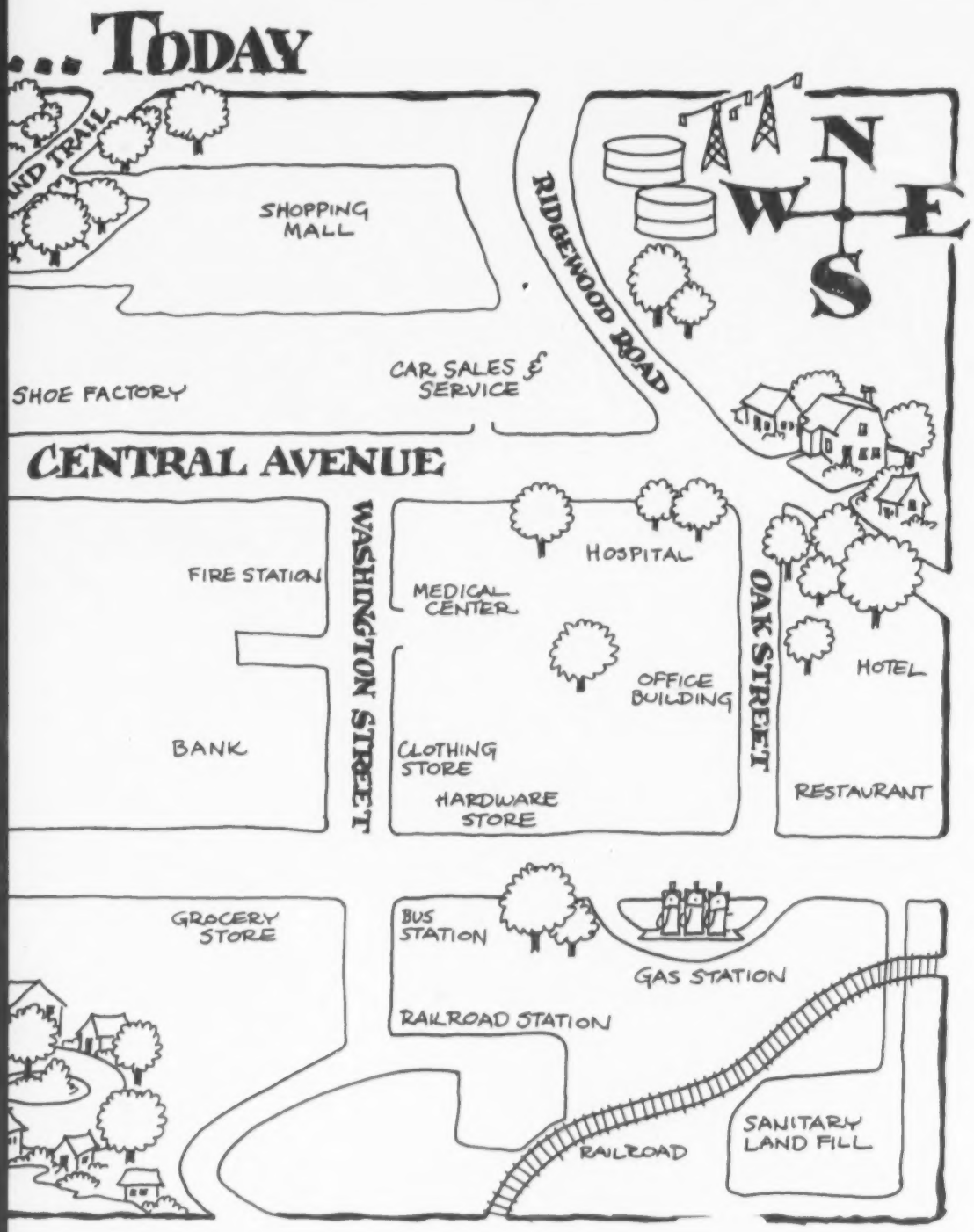
Map

Name _____

ACTIVITY 7

COMMUNITYVILLE





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MY COMMUNITY NOTEBOOK

Researcher: _____

269

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Name _____

ACTIVITY 8

The name of my community is: _____

_____

My community is in the state of: _____

_____

1. Some resources in my community: _____

_____

_____

_____

2. Places in my community that provide products and services: _____

_____

_____

_____

3. Types of jobs in my community: _____

_____

_____

_____

_____

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4. People and businesses that my family depends on for things they want: _____

5. A famous place in my community: _____

6. Famous people who have lived in my community: _____

7. Names of streets in my community: _____

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8. Places that have changed in my community: _____

_____

_____

_____

9. Something that could be better: _____

_____

_____

_____

10. The best thing about my community: _____

_____

_____

_____

_____

11. Things I enjoy doing in my community: _____

_____

_____

_____

_____ 272 _____

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12. Notes and important things to remember: _____

_____

_____

_____

_____

13. Words that describe my community: _____

_____

_____

_____

_____

14. I like living here because: _____

_____

_____

_____

_____

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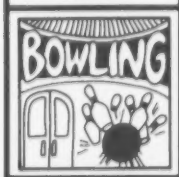
Name _____

ACTIVITY 9

Consumer Card

My Choices Are:	Price	I Chose to Buy	I Gave Up the Chance to Buy
	$4.00		
	$4.00		
	$2.00		
	$5.00		
	$1.00		
	$5.00		
SAVE			

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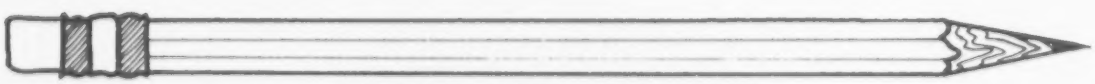
THE COMMUNITY PUBLISHING CO.

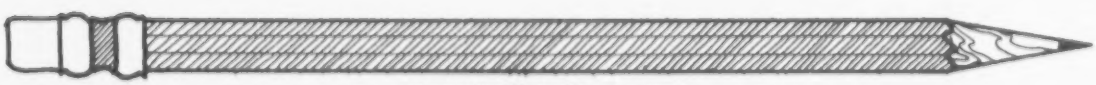
ACTIVITY 9

THE PENCIL CHOICE (Part One)

WHICH WILL YOU CHOOSE ?



STANDARD YELLOW



OTHER COLOR

DESIGNED

My choice is: _____

Consumer's name: _____

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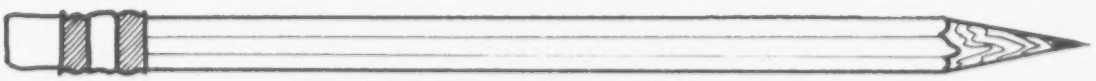
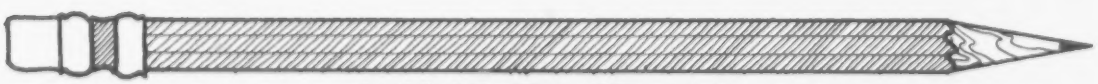
THE PENCIL CHOICE (Part Two)

WHICH WILL YOU CHOOSE ?



STANDARD YELLOW 50¢



OTHER COLOR 75¢

DESIGNED $1.00

My choice is: _____

_____

Consumer's name: _____

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PRACTICE

Community Interview Record

Researcher's Name _____
(Your Name)

I interviewed _____
(Name of Person)

Date of Interview _____

Our class is studying our community. We want to learn more about the people and places in our community. We are planning to write a book about the community. Would you please help us by letting me interview you?

Questions

1. What goods and services does the _____
(Name of Place)
provide to the people in our community? _____

_____

2. What are your responsibilities? _____

_____

3. What materials do you use to do your job? _____

_____ 279 _____

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PRACTICE

(Continued)

4. How do people in the community depend on you? _____

5. How do you depend on people in the community? _____

6. Why do you live or work in this community? _____

7. What would you like to see changed in our community? _____

8. What do you like best about our community? _____

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ACTIVITY 12

Community Interview Record

Researcher's Name _____
(Your Name)

I interviewed _____
(Name of Person)

Date of Interview _____

Our class is studying our community. We want to learn more about the people and places in our community. We are planning to write a book about the community. Would you please help us by letting me interview you?

Questions

1. What goods and services does the _____
(Name of Place)
provide to the people in our community? _____

_____

2. What are your responsibilities? _____

_____

3. What materials do you use to do your job? _____

_____

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Community Interview Record

(Continued)

4. How do people in the community depend on you? _____

5. How do you depend on people in the community? _____

6. Why do you live or work in this community? _____

7. What would you like to see changed in our community? _____

8. What do you like best about our community? _____

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Name _____

ACTIVITY 13

Learning About Our Community

Answer the questions listed below:

1. What goods and services can people buy in our community? _____

2. How are the people in our community interdependent? _____

3. Why must people in our community make choices? _____

4. How do people in our community cooperate? _____

5. What do you like best about our community? _____

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Name _____

ACTIVITY 14

Sample Community Interview Record

Researcher's Name _____

I interviewed Ms. Chin
(Name of Person)

Date of Interview _____

Our class is studying our community. We want to learn more about the people and places in our community. We are planning to write a book about the community. Would you please help us by letting me interview you?

Questions

1. What goods and services does the Chin's Grocery Store (Name of Place) provide to the people in our community? food, televisions, radios, computers and video games

2. What are your responsibilities? decide what products people want, buy products, sell products

3. What materials do you use to do your job? cash register, shelves, cleaning supplies, grocery bags

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Sample Community Interview Record

(Continued)

4. How do people in the community depend on you? to provide food and other things and to make the store a clean and friendly place

5. How do you depend on people in the community? to buy things from my store, to make products for my store

6. Why do you live or work in this community? people here need and want the products I sell

7. What would you like to see changed in our community? the roads repaired

8. What do you like best about our community? the friendly people, many stores, good schools

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Name _____

ACTIVITY 15

Finding Main Ideas That Support The Topic

Directions: Circle the sentences that support the topic.

TOPIC: Ms. Chin, The Grocer

1. Ms. Chin sells things that consumers want.
2. The fire fighters work hard.
3. Ms. Chin makes the store a friendly place.
4. The grocer makes decisions.
5. People like the grocer because she is friendly.
6. Parks are important to the community.
7. The grocer sells food to the people in the community.
8. Ms. Chin has video games in her store.

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Name _____

ACTIVITY 16

Writing Main Ideas To Support The Topic

Read the questions and answers on your Community Record. Then answer the question below.

Part A

What is the topic?

_____

_____

Part B

What are the main ideas that support the topic?

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____ _____

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(Continued on the next page)

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Writing Main Ideas To Support The Topic

(Continued)

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

7. _____

_____

_____

8. _____

_____

_____

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Name _____

ACTIVITY 17

Writing Beginning Sentences

1. Write a beginning sentence for your report.

_____

_____

_____

2. Think of another sentence you could use to begin your report and write this sentence below.

_____

_____

_____

3. Can you think of a more interesting beginning sentence to write below?

_____

_____

_____

4. Read the sentences you have just written. Circle the number of the sentence you will use to begin your report.

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Name _____

ACTIVITY 18

Descriptive Words

Descriptive words will help make your report more interesting.

Think of as many descriptive words as you can to use in your report. Write the words in the blank spaces below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Name _____

ACTIVITY 19

Selecting Supporting Sentences

Part I

Directions: Circle the sentences that support the main-idea sentence.

Main-idea sentence: *Ms. Chin makes decisions.*

1. Ms. Chin must choose the products she will sell in her grocery store.

2. Many people like to shop at Ms. Chin's grocery store.

3. A difficult decision for Ms. Chin is deciding what products to put on sale each week by reducing the price.

4. Ms. Chin has decided to locate her store in a shopping center in our community.

5. Ms. Chin likes to go camping.

6. Ms. Chin decides how to arrange the products in her store.

Part II

Can you write a supporting sentence? Write one about Ms. Chin making decisions.

_____

_____

_____

_____

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The Community Publishing Company
Market Survey

Our class is producing and selling a book about our community. The book will contain reports contributed by all the students in the class.

We need to know the number of books to produce and how much to charge. Will you help us by answering all the questions below?

NOTE: This is not an order form. This is a survey to help our business make important decisions. Please answer the survey in a manner that truly reflects your buying decisions.

How many copies would you anticipate purchasing:

if the book price is 50 cents per copy? _____

if the book price is $1.50 per copy? _____

if the book price is $5.00 per copy? _____

Student's Name _____

Please return the Market Survey sheet by _____
(DATE)

Thank you very much.

_____ School

_____ Teacher

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The Community Publishing Company
Market Survey

Our class is producing and selling a book about our community. The book will contain reports contributed by all the students in the class.

We need to know the number of books to produce and how much to charge. Will you help us by answering all the questions below?

NOTE: This is not an order form. This is a survey to help our business make important decisions. Please answer the survey in a manner that truly reflects your buying decisions.

How many copies would you anticipate purchasing:

if the book price is 50 cents per copy? _____

if the book price is $1.50 per copy? _____

if the book price is $5.00 per copy? _____

Student's Name _____

Please return the Market Survey sheet by _____
(DATE)

Thank you very much.

_____ School

_____ Teacher

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Name _____

ACTIVITY 21

Loans and Interest

Directions: Complete the sentences below using the words in the boxes to help you.

bank	business	fee
money	borrowed	charges

1. A loan is _____

_____

money	loan	paid

2. Interest is _____

_____

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Name _____

ACTIVITY 22

THE COMMUNITY PUBLISHING COMPANY

Production Line Job Descriptions

1. Supervisor (1 worker)
Walks around the production line checking to make sure everything is going smoothly. This worker tells the teacher when production problems arise.

2. Assembly Manager (1 worker)
Makes sure the assembly area is working smoothly and helps solve any problems. This worker should be able to offer suggestions in a positive manner.

3. Assembler (6–8 workers)
Assembles the pages of the book in correct order. This worker should be a careful reader.

4. Assembler Messenger (1 worker)
Takes the materials from the assembling area to the cover area. This worker must be able to carry the materials from one area to another while keeping the materials in their proper stacks.

5. Cover Manager (1 worker)
Makes sure that the front and back covers are correctly placed on the books. This worker must be a careful reader and also must be able to keep the materials in their stacks.

6. Inspector Manager (1 worker)
Makes sure the inspection area is working smoothly and helps solve any problems. This worker should be able to offer suggestions in a positive manner.

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Production Line Job Descriptions

(Continued)

7. Inspector (3–4 workers)
Checks to see that the covers are on correctly. This worker should be a careful reader and counter.

8. Inspector Messenger (1 worker)
Takes the materials to the fastening area. This worker must be able to carry the materials from one area to another while keeping them in the correct order.

9. Fastener Manager (1 worker)
Makes sure the fastening area is working smoothly and helps solve any problems. This worker should be able to offer suggestions in a positive manner.

10. Fastener (2–4 workers)
Fastens the book together. This worker must know how to use the fastening equipment.

11. Fastening Messenger (1 worker)
Takes the book to the stacking area. This worker must be able to carry the materials from one area to another.

12. Stacker Manager (1 worker)
Makes sure the stacking area is running smoothly and helps solve any problems. Also counts the books to keep track of the number produced. This worker must be a careful counter.

13. Stacker (1–2 workers)
Stacks the books neatly in the storage area. This worker should be able to do neat, careful work.

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Name _____

ACTIVITY 23

THE COMMUNITY PUBLISHING COMPANY

Job Application

I would like to apply for these jobs.

My first choice is: _____

I would be a good worker for this job because _____

_____

_____

_____

_____

My second choice is: _____

I would be a good worker for this job because _____

_____

_____

_____

_____

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Name _____

ACTIVITY 23

Job Application

(Continued)

Put an "X" in the boxes next to the things you can do:

☐ I am a good listener.	☐ I can read well.
☐ I am a quiet worker.	☐ I cooperate with my classmates.
☐ I work well with others.	☐ I am courteous.
☐ I follow directions.	☐ I am careful.
☐ I am neat.	☐ I come to school.
☐ I can count well.	☐ I finish my work.

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Name _____

ACTIVITY 24

THE COMMUNITY PUBLISHING COMPANY

Production Work Report

1. My work area was: _____

_____

2. My job was to: _____

_____

3. People depended on me because: _____

_____

4. I did a good job because: _____

_____

5. I could improve by: _____

_____

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Name _____

ACTIVITY 25

Our Community

I'd like to tell you all about my community.
There are stores and much, much more
There's a lot of variety.
I'd like to tell you all about
Our classroom company,
So you could buy a book from us
And learn so many things.
It's our community
The place where I like to be
Flip the pages and see
Our community.

Lyrics by Renee Bittar Hamilton
Sung to: I'd Like to Teach the World to Sing

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Name _____

ACTIVITY 26

A Business Advertisement

Who: _____

What: _____

Where: _____

Why you should buy:

Price: _____

Seller: _____

_____

301 72

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Price: _____

Book Order Form

Seller: _____

Name	Address	Phone	No. of Books	Total Cost

To the buyer: please write your name, address, telephone number and the number of books you have agreed to purchase.

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Price: _____

Book Order Form

Seller: _____

Name	Address	Phone	No. of Books	Total Cost

To the buyer: please write your name, address, telephone number and the number of books you have agreed to purchase.

Name _____

ACTIVITY 28

COMMUNITY PUBLISHING COMPANY

Financial Report

FORM A

PRODUCTION COSTS

Amount to be paid school principal for resources used on credit		$ _____
PLUS Credit Fee	+	$ _____
Total Costs		$ _____

SALES

Number of books sold		_____
TIMES price for one book	×	$ _____
Total Amount Earned		$ _____

PROFIT (OR LOSS)

Total Amount Earned		$ _____
MINUS Total Costs		$ (_____)
Amount of Profit (or Loss)		$ _____

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Name _____

ACTIVITY 28

COMMUNITY PUBLISHING COMPANY

Financial Report

FORM B

PRODUCTION COSTS

Bank Loan (Co-pay for resources)		$ _____
PLUS Interest	+	$ _____
Total Costs		$ _____

SALES

Number of books sold		_____
TIMES price for one book	×	$ _____
Total Amount Earned		$ _____

PROFIT (OR LOSS)

Total Amount Earned		$ _____
MINUS Total Costs		$ (_____)
Amount of Profit (or Loss)		$ _____

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Name _____

ACTIVITY 29

THE COMMUNITY PUBLISHING COMPANY

Questions for Review

1. How did we do research about our community? _____

_____

_____

2. What did we produce with the information we collected about our community?

_____

_____

_____

3. What are some businesses in our community that produce goods and services?

_____

_____

_____

4. What resources were necessary to produce the book? _____

_____

_____

_____

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Questions for Review

(Continued)

5. What choices did we have to make before we could produce our books?

6. Explain how the Community Publishing Company produced the book.

7. How did we decide on the price for the book?

8. How did we advertise?

9. Why did people buy our book?

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Questions for Review

(Continued)

10. Did we make a profit? _____

11. How were we dependent on each other? _____

_____

_____

12. Explain how people in our community depend on each other. _____

_____

_____

13. Explain how businesses decide what products to sell. _____

_____

_____

14. If you wanted to start your own business, what would you do? _____

_____

_____

_____

_____

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Name _____

ACTIVITY 30

THE COMMUNITY PUBLISHING COMPANY

ANNUAL REPORT

This report is about our classroom business. The words and pictures tell what steps we followed to produce and sell a book about our community.

1. Researching Our Community

_____

_____

_____

_____

_____

_____

2. Writing About Our Community

_____

_____

_____

_____

_____

_____

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ANNUAL REPORT

(Continued)

3. Forming a Business

4. Producing Our Book

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ANNUAL REPORT

(Continued)

5. Selling Our Book

_____

_____

_____

_____

_____

_____

6. Computing Our Profit or Loss

Financial Report

Total Sales $_____

Less (−) Total Production Costs $_____

_____

Equals (=) Profit or Loss $_____

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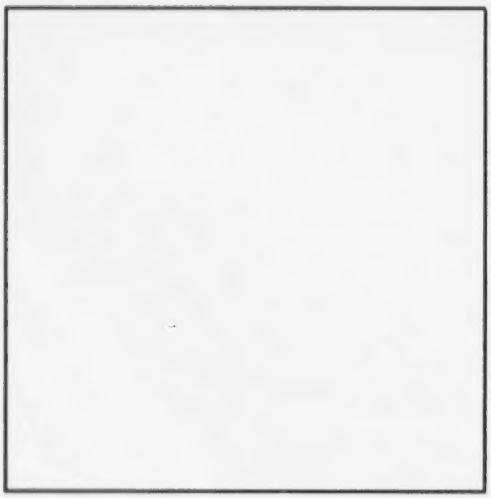
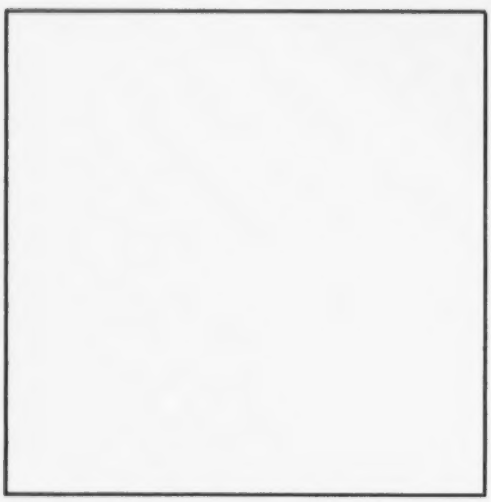
ANNUAL REPORT

(Continued)



7. The Part I Liked Best:



8. My Own Business in the Community Might Be:

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